INTEGRATING SPIRITUAL VALUES AND CHARACTER-BASED EDUCATION IN A MIDDLE SCHOOL SETTING

Mary L. Walker, D.Min.

B.S., Wiley College, 1970
M.S. in Education, University of Dayton, 1979
M.Div. Equiv., United Theological Seminary, 2003

Mentors
Urias H. Beverly, D.Min.
Bobby J. Beavers, Ph.D

A FINAL DOCUMENT SUBMITTED TO
THE DOCTORAL STUDIES COMMITTEE
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF DOCTOR OF MINISTRY

UNITED THEOLOGICAL SEMINARY
DAYTON, OHIO
August 2003

UMI Number: 3146207

Copyright 2003 by
Walker, Mary L.

All rights reserved.

UMI Microform 3146207
Copyright 2004 by ProQuest Information and Learning Company.
All rights reserved. This microform edition is protected against
unauthorized copying under Title 17, United States Code.

ProQuest Information and Learning Company
300 North Zeeb Road
P.O. Box 1346
Ann Arbor, MI 48106-1346

Copyright © 2003 Mary Louise Jones Walker
All rights reserved.

CONTENTS

ABSTRACT vi

ACKNOWLEDGMENTS vii

PREFACE ix

DEDICATION xi

LIST OF ABBREVIATIONS xii

INTRODUCTION 1

Chapter

1. MINISTRY FOCUS 5

Schooling

Parents

Life Experiences

Christian Life and Learning

Context Analysis Jefferson Township School District—Private Schools

History of the Jefferson Township School District

Existing Buildings in Jefferson Township

Synergy

Inspired Teacher

2. THE STATE OF THE ART OF THE MINISTRY MODEL 21

Goals of Education

A Need for Spiritual Values Through Character Education

3. BIBLICAL FOUNDATIONS 30

Problem and Solution

Theological Foundations

Historical Foundations—Introduction

Philosophy of Education

Education of Youth

Parents and Teachers

Family/Education's Problems

Conclusion

4. METHODOLOGY 51

Implementation of the Project

Who Are They?

Preparation Day

Week One

Week Two

Week Three—Monday, January 27, 2003

Week Four

Project Wrap-Up

5. FIELD EXPERIENCE 66

The Process

Project's Plans

The Change as a Result of the Project

6. REFLECTIONS, SUMMARY, AND CONCLUSION 74

Personal Goals

Uniqueness of Spiritual Values Through Character-Based Education at Radcliff School and Other Schools

Appendix

A. PROFILE OF SELECTED HOUSING CHARACTERISTICS: 2000 86

B. PROFILE OF GENERAL DEMOGRAPHIC CHARACTERISTICS: 2000 88

C PROFILE OF SOCIAL CHARACTERISTICS: 2000 90

D. PROFILE OF SELECTED ECONOMIC CHARACTERISTICS: 2000 92

E. RADCLIFF 6TH AND 8TH GRADE OHIO PROFICIENCY TEST SCORES 94

F. 2000-2001 AND 2001-2002 SCHOOL REPORT CARD AND SCHOOL'S STUDENTS 97

G. PERCENTAGE OF AT OR ABOVE GRADE LEVEL 101

H. BREAKDOWN OF PROFICIENCY TEST RESULTS FOR THE PROFICIENCY TEST RESULTS PER GRADE LEVEL (FOUR, SIX, NINE, AND TENTH) 103

I. YOUR SCHOOL'S ASSESSMENT RESULTS OVER TIME 105

J. SPIRITUAL VALUES PRE AND POST TESTS 108

K. LETTER WITH PERMISSION FORM 113

L. DIAGNOSTIC ACHIEVEMENT 6TH – 8TH GRADE FEMALES/MALES TEST RESULTS 115

M. SPIRITUAL VALUES PRE/POST TEST RESULTS AND ANALYSIS 120

N. PROJECT'S CONSULTATIVE EVALUATION FORMS FOR PARENTS/GUARDIANS, TEACHERS, AND STUDENTS 124

O. LESSON PLANS 128

P. WORD OF THE WEEK FORM 140

BIBLIOGRAPHY 142

ABSTRACT

INTEGRATING SPIRITUAL VALUES AND
CHARACTER-BASED EDUCATION IN
A MIDDLE SCHOOL SETTING

by

Mary L. Walker
United Theological Seminary, 2003

Mentor
Urias H. Beverly, D.Min.
Bobby J. Beavers, Ph.D

The objective of this four-week project was to teach and integrate spiritual values and character based education in a middle school setting to improve students' behavioral skills and proficiency test scores. The methodology included Pre/Post Tests of Spiritual Values, Pre/Post Achievement Tests, and consultations with students, parents, and teachers. The results of the project showed that students' behavior skills increased and academic improvements were made. The summary of the post tests indicated that when teachers, parents, and students work collaboratively with spiritual values as a component of character based education, students' behavioral skills and academic performance increased.

ACKNOWLEDGMENTS

This study has been made possible by many who have prayed, offered encouragement and supported the writer throughout its conception. There have been times when writer's block occurred but a willing spirit told me to keep toiling because the job of this project has to be completed. There are many too numerous to name that have played a significant role in this journey. They have traveled this road together, upholding one another Dr. Marilyn Evans, Dr. James Dobbins, Mr. Bernado and Dr. Will Place, the Professional Associates, have given me guidance and latitude to work to my fullest capacity. The Context Associates who met with me diligently to help guide the project to where it should be. Many thanks to the Context Associates for your steadfast support, Dr. Nancy Williams, Rev. Shane Floyd, Dr. Carl and Rev. Sylvia Moyler, Ms. Linda Clautti, Miss Donna Garrett, Dr. Norris Brown, Mrs. Elsie Williams, Mrs. Johnnie Kimberlin, Mrs. Roberta Rucker, Mrs. Rose Slaughter, Miss Rhonda Fayton, Miss Ashley Fayton and Miss Stephanie Lewis-White. I thank Carolyn, Barbara, Ted, Linda, Beverly, Windell, Joyce, Ed, Ken, and Rich, my Pastoral Care and Counseling Peer Group that became a supportive family to me. My gratitude is extended to the students who participated in the project in the after school program and their parents and guardians who gave them permission to stay and participate. Thanks to the support staff in the after-school tutoring sessions. I would not have succeeded without your support. Thanks to the members of my church community for your encouragement and prayers.

I am eternally grateful for my parents, Mr. Woodrow Jones, Sr. (deceased) and Mrs. Corine Jones, who instilled the value of a quality education long before I started

school. I thank you from the bottom of my heart. To my mentors, Dr. Urias Beverly and Dr. Bobby Beavers, who unselfishly gave of their time to make sure that I stayed on course in getting my work completed. Many thanks to Dr. McNair, Dean of Doctoral Studies, who has been so supportive in my struggle, and the staff in the Doctoral Office, who have been so supportive and welcoming.

I thank my three wonderful children, Monica, Roberta, and my son, Robert, (B.J.) who have greatly inspired me to continue to learn. I pray that the legacy of a good education continuously live on through Amari', my grandson, who is the delight of my eye.

Finally, I would not have accomplished this dream without Dr. Robert C. Walker, Sr., my husband. Your loving support and understanding of what it takes to get a doctorate degree has really elevated me to this point. Thank you for everything that you do for me and our family. You have patiently and unselfishly granted me time to get my work done without any resentment.

If I have missed anyone who has contributed in any way to this project and to me, I thank you very much and am eternally grateful.

PREFACE

In recent years, public education has been at the forefront of many newsworthy issues. The issue of educational decline is on the rise all of the time, even though much is being done to reduce its decline. As a child growing up in a Southeast Texas rural public school setting, the writer benefited from other groups that enhanced the educational setting. The real core of education developed at home and the church. It was expanded upon in the classroom. The efforts to correct problems with the lack of behavioral skills and academic skills were reinforced at home with parents, extended family, and the community. At that time, community was just as much a part of education as parents. There was an utmost respect for the educational institution as well as teachers and staff. On the other hand, in the school settings today many students are facing a lack of behavioral skills and low academic scores on proficiency tests as a result of things that are tearing away at their inner beings. These things could be a lack of respect for self and others, drugs, different kinds and forms or violence, a lack of understanding, and most of all a lack of love or understanding of life itself. These concerns motivated the writer to do this project. The real situation is that we see what is going on and how it is affecting society and the educational setting, but how are we going to work at this problem that is so huge? It resonates through all of society. It is not contained in just certain elements and it is becoming public knowledge that the problem is real and significant. With this problem being so obvious in my school's context, a research project was initiated and completed. As a result of integrating spiritual values through character education, there is an increase in behavioral skills and academic skills. In the study of *Integrating Spiritual Values and Character-Based Education in a Middle School Setting*, students read books and related

stories from their own experiences, participated in oral discussions or dramatizations, and wrote or drew pictures using core values such as *honesty, respect, trustworthiness, fairness, compassion, responsibility* and *citizenship.* In the research reading, core values, morals, virtues and spiritual values are all synonymous which means having the same or similar meanings. In speaking of spiritual values, it means that school is not to impose *our* views but listen to students' views.

This study was done because of so much despair that students have to encounter and endure in their lives. This despair is causing students to have low-test scores and a lack of social or behavioral skills. This project is designed to equip students with the tools to make right choices through developing spiritual values and character education by having the right attitude to succeed and live a full and purposeful life. Also, family is involved which is a key transformative factor in the project and students' success.

The writer states that spiritual values in this paper are selected words using character education to equip students to use heart, hope, and faith, rooted in soul and spirit to make right choices that are necessary for an enriched life and a legacy for others. Character education is not merely an educational trend or the school's latest fad; it is a fundamental dimension of good teaching, an abiding respect for the intellect and spirit of the individual. True character education is the hinge upon which academic excellence, personal achievement, and true citizenship depend.[1] We need to reengage the hearts, minds, and hands of our children in forming their own characters.[2]

---

[1] Kevin Ryan and Karen Bohlin, *Building Character in Schools* (San Francisco, CA: Jossey-Bass Publishers, 1999), 190.

[2] Ibid., 191.

DEDICATION

This project is dedicated to the lives of youth especially to those who may be experiencing academic and behavioral adversities. It is the writer's wish that it will be a turning point in finding real potential in their life journey and worth, through wisdom and knowledge.

"To educate a man in mind and not in morals

is to educate a menace to society."

—Theodore Roosevelt (1904)

LIST OF ABBREVIATIONS

AME	African Methodist Episcopal
BTU	Bible Training Union
CFH	Conference of Faith in History
CME	Christian Methodist Episcopal
DAB-2	Diagnostic Achievement Battery – Second Edition
NC	Not Calculated. (NC is used when there are less than ten members in a sub-group to protect the identity of those individuals.)
ODE	Ohio Department of Education
PA	Public Address System

INTRODUCTION

In the involvement of today's education, one can see youth are confronted with many problems and decisions to be made which might affect them for the rest of their lives. The problems that students face are low-test scores and a lack of positive behavioral skills. In the midst of these problems, students sometimes make lifelong decisions which are detrimental to them. They are without a strong background in educational skills, core values or spiritual values through character education, and a lack of parental influence. They also have pressure from peers. This model will address some of these issues through Pre/Post Tests, teaching, and tutoring.

Through the teaching and tutoring of spiritual values through character education, youth will be involved in many activities so that they will learn and be able to make responsible decisions in working with core values. The research conducted by the writer shows that youth do a better job when they are involved in the teaching component and when they take part in the teaching and tutoring process. The writer believes that if children are given the necessary tools to learn, taking into account the youths' diverse learning styles, then, transformative learning will take place. It is stated that spiritual values, morals, core values or virtues through character education is important to the framework of a good education. Along with working with the students, communicating and engaging the parent and teacher team is very important to the success of the goals and objectives of the program. Without that component, the reinforcement of the teaching and modeling will go without follow through.

One of the biggest changes in education is the integration of programs involving spiritual values through character education in a response to problems of disrespect, violence, and illicit use of drugs, which are contributing factors to the lack of academic skills and attitudinal and behavioral problems in schools. Youth are constantly seeing the impact of these problems on a daily basis, whether they hear it from one of their peers, read, see, and hear it on the Internet or in the media. All too often, these scenes become real and are acted out in inappropriate places and ways. The incidences are becoming common practice and are producing fear for those who have to be in the environment of youth.

The writer of this research project wants to show that through integrating of spiritual values through a character-based model, the problems of disrespect, negative attitudes, lack of behavioral, and academics skills will be improved. Presently, many schools are graded on performances of the Proficiency Test scores, not taking into consideration the causes and problems of students not performing and measuring up to that expected level. The underlying causes are not revealed as the scores are published. As the writer, along with teachers and educational personnel, looks at these issues, it seems imperative that interventions are administered to help alleviate the problems so that youth will be empowered socially as well as academically to do better.

According to Timothy Rusnak, character education has long been a part of our schools. Under a number of titles, ideas of teaching children right from wrong, of accepting personal responsibility, and of contributing to the community have been an important force in shaping U.S. society. Much of the strength of our political, economic,

and social system may be traced to some type of approach that taught character to our children in schools.[1]

The writer in Chapter One of this project provides the ministry focus of students in the context. This section gives the early beginning concept of the model in the spiritual autobiography, the context in which the model is done, and the reasons for doing the model.

In Chapter Two, the writer gives a review of information drawn from the literature. It shows the beginning of education and the importance of family, teachers and community being interwoven in the fabric of the model. This chapter gives the educational concepts of the model. This section will involve areas of research from writers who have become involved and contributed to the integration of character education in public school settings.

In Chapter Three, the writer gives the theoretical foundation of the model, which gives the importance and relevance of God in the midst of the model. The theological, biblical, and historical research of the model is established.

Chapter Four states the methodology of the model. It gives steps as to what was done from the beginning of the model with the description of the model from conception. The writer discusses the activities conducted in the research project.

Chapter Five of the model gives an overview of what happened in the model. An analysis of the data from the pre and post tests, the teaching and tutoring sessions, and consultations from parents, teachers, and students will be included.

---

[1] Timothy Rusnak, *An Integrated Approach to Character Education* (Thousand Oaks, CA: Corwin Press, Inc., 1998), 10.

In Chapter Six, the writer gives a reflection, summary and conclusion of the model. This chapter reveals the model in final documentation form where it can be read, revised, and replicated to find the results as the writer did.

CHAPTER ONE

MINISTRY FOCUS

The writer is blessed to have a wonderful family to support her in an endeavor of this nature. The writer was born in a small East Texas town called Marshall. Marshall is located in Harrison County with a population of 25,000 people. It is a town where Bill Moyers, a television icon and historian, grew up. Marshall is also where Wiley College, a historically Black United Methodist related college is located. The writer's mother, four brothers, and a sister still reside in Texas. The writer grew up in the Friends Enterprise Community located on the Old Airport Road, right off Highway 80. The Friends Enterprise Community consisted of relatives and friends of the family. The people of the community were close and there at all times were extended family members.

The Grandparents were an extension of the parents in terms of helping to take care of the grandchildren. The writer feels much respect and love for her grandparents and the time the grandparents spent with her. Teachers were a second set of parents who also taught spiritual values.

Some of the things that happened in the Friends Enterprise Community are still as fresh as yesterday. There was Sunday School and church with parents and grandparents every Sunday. The writer's grandparents and many of the older relatives are now deceased, but the writer can still feel their spirit and know that the spirit lives within for a divine purpose. The writer knows that God is within a person and it can be reassured through an inner voice or conscience that most people admit to having. The writer can talk

about the death of her grandparents because of the legacy of love for the grandchildren that they left behind.

Schooling

The writer attended school in the Marshall Independent School District. Classes at Rosenwald Elementary School ranged from grades one to eight with the elementary teachers teaching two grade levels one after another. After graduating from Rosenwald Elementary School the writer went to H.B. Pemberton Senior High School. The writer enrolled in Wiley College. Following graduation from Wiley College with a Bachelor's Degree in Elementary Education and a minor in Social Studies, the writer obtained a Special Education degree by going to school in the evening. After teaching two years in Marshall, Texas at David Crockett Elementary School, the writer relocated to Dayton, Ohio and began teaching Special Education at Radcliff Middle School in the Jefferson Township Local School District. More information on Radcliff Middle School will be discussed later in this chapter in the Context Analysis.

During the period of student teaching, the writer observed students needing an individual approach while in this student teaching phase. These particular students were in the back of the room without the individualized or small group support they needed. The students had trouble understanding concepts that the teacher was teaching. The students were off task as a result of this and they began to become disruptive because they did not want the teacher and others to find out their inadequacies. These particular students were not socially accepted by the other students in the class. They had parents who were interested in their education but were not skillful enough to assist their children with their homework.

After a two-week period of observation, the writer began to get annoyed and felt that these students were acting up because they needed someone who was interested and could teach them according to their individual learning styles. The writer consulted with the coordinating teacher and permission to work with the students was granted. After a short period of time of individualized attention, students began to show positive behavior skills and their self-esteem skills began to flourish. When a little more time of individualized attention with the students had passed, their behavior and academic skills improved. The school and teachers' relationship with the community and parents started to improve. The writer's kindled and caring spirit provided an avenue for the students to learn and an inspiration for the writer to have when working with the students on their individualized needs to get the obtained results. This kind of experience provides a spiritual feeling deep within your heart when you see students learning and enjoying themselves when they thought they couldn't learn.

Parents

The parents taught the writer to be spiritually and morally strong in the community of residence. The Golden Rule and the Ten Commandments were taught at an early age. Education was highly respected and the expectations of students doing their best in school were high. The parents wanted their children to have more than they had in education and financial stability. Parents could not go to college because it was too expensive for them to attend. The writer's parents taught a lesson constantly that nothing in life is ever given to you; you have to work hard to get what you desire and use good character in getting it. The parents taught their children that you cannot go into the world and take what is not yours. In teaching honesty, your life upon this earth will be long. The writer believes that if

you were taught to be honest and lived to be honest with God as the head of your life, then there would not be any regrets or feeling of dishonesty. These are some of the spiritual values used in the model. A good concept for the students to follow is when spiritual values are in your thoughts and heart; things seem to work out for the good of everyone.

Life Experiences

Out of life experiences, the writer has grown spiritually. The writer has learned to rely on faith and trust in God to make the faith journey stronger. With all of the diversities and trends in teaching, prayers seem to buffer the pitfalls of life. The writer gets by with a strong belief in God with a lot of prayers in working with the problems in education. It is the belief of the writer that when youth are introduced to spiritual values through character-based education at a young age with constant reinforcement skills, their personal character is enhanced and they tend to do well academically and behaviorally. For it to be successful, starting early is very important.

Christian Life and Learning

Presently, being a member of a United Methodist Church, the writer is involved in several organizations. With the church at the center of life, the importance and enjoyment of it stems from the writer's earlier years. A transformation from this has caused a peace to be present knowing that God grants strength, courage, and desire to help others, especially children. This is a divine call of service for the writer to be involved in.

The writer joined St. John Baptist Church in Marshall, Texas at the age of seven. Attendance at Sunday school, Church, and Bible Training Union (BTU) was expected

each week. Going to church was enjoyable. It was the center of social and family gatherings. It was a place of dinners, meetings, and above all, a place for service where one would get spiritually fed.

The writer has been totally involved in the church and school in working with people. This spiritual autobiography has inspired the writer to further the understanding of God's work here on earth. There is a continuous need to work and nurture children and adults when and where it is needed. In this spiritual journey with the writer, God is there every step of the way. With the death of the grandparents and the tragic death of a father, the author has gone through some rough times. Due to the deaths, the writer has no heartfelt malice because the writer could put life back on the track of living and continue to be involved in mission work.

The writer went into education because of a strong interest in learning and teaching others what has been learned. It is believed in this saying, author unknown, that "learning isn't learning until you can teach it to someone else." Education is spiritual when you enjoy what you do and when you see and feel others benefiting from it. It is spiritual when you can relate to others in a joyful manner in a learning environment.

The writer decided to pursue another degree of higher learning because of the love of being a learner. Being involved in school has always been a desire to learn and help others. New trends in education are continually being made and learning these trends is important in working with diversity. The idea of going to seminary was given considerable reflection that included much prayer and discussion with her family for their feedback. Affirmed through these efforts, but largely through the help of God, the writer entered seminary.

The interest of this form of education is in helping people. There is a desire to improve relationships with people by becoming more of a servant, providing needed service. This spiritual transformation has sparked a renewed interest in the writer. That interest is to work with students in need and to prayerfully let God be in control of what needs to be done.

With the work done in the model, the writer believes that when God is at the head of everything that is done, everything works out as planned. Thus, this Bible verse is a summation to Chapter One: Now faith is the substance of things hoped for, the evidence of things not seen (Hebrew 11:1.)

Context Analysis
Jefferson Township School District – Private Schools

In the early 1900s, Jefferson Township in Dayton, Ohio, had twelve district one-room schools and there was a four-room High School. In 1928, the one-room schools were closed and consolidated. The last one-room schools across the United States to close and consolidate were in Jefferson Township.[1]

There are five early schools that still remain standing in Jefferson Township. The first school in the township was built in about 1809 at Farmersville and Germantown Pikes. It was a subscription school. A subscription or private school was built before the state passed a law to set up public schools. The private or subscription schools charged several dollars for students to attend.

A subscription school was also located near Liberty on the Eli Eberly Farm in Section #8. It was known as the German and English School. Another subscription school

---

[1] Larry Helton, *Jefferson Township History – A Brief History* (1966), 2.

was located on the Peter Weaver Farm in Section #18. Another school was built where students were taught from the Bible, the Testament, Webster's Spelling Book, and Talbot's Arithmetic.[2]

History of the Jefferson Township School District

Jefferson Township local School District opened early in the 1800s. It includes both residential areas and farmland. Jefferson Township is largely agriculture. There are no big businesses in Jefferson Township and it has to rely on high property taxes to operate the three schools. It is primarily composed of older residents. The majority of these residents had children who have graduated and moved out of the Jefferson Township area. Some of these residents are grandparents who are rearing their grandchildren and sending them to Jefferson Township Schools.

Jefferson Township population is 984 students. It is predominately African-American in Blairwood Elementary and Jefferson High School areas. It is predominantly Caucasian in the Radcliff Middle School area, but the school's enrollment is predominately African-American. The students are bussed into all three buildings from their perspective neighborhoods.

The Jefferson Township Local School District is a predominantly Black School District. The problems that Jefferson Township schools face are a lack of businesses to generate funds for the schools and the community, low test scores due to low academic skills, student behavioral problems, and a lack of parental support.

Jefferson is surrounded by several districts on all sides. These districts are New Lebanon, Moraine, Farmersville, Germantown, and Miamisburg. These are all white

---

[2] Ibid., 2.

conclaves that do not want Blacks in their schools. Moraine wanted to build a school near the Jefferson Township boundary line, but was denied because Jefferson's Schools would be too close to their school and they would have to consolidate the two districts. This proposal was denied. Moraine did not have a school district. The remaining bordering Black School districts are Trotwood Madison and the Dayton Public School Districts.

Jefferson Township is the smallest district in Montgomery County. Jefferson has always had financial problems that resulted from an inadequate tax base. As mentioned before, Jefferson was a rural agricultural district, so agricultural courses were stressed. The demand has dropped so the courses were dropped. Latin was in the curriculum, but no longer is offered. Latin has been replaced by Spanish. Much of the arts programs were phased out when the Joint Vocational Center, now the Career Technical Center, was opened.

Much of this information was oral history given to me by a retired Jefferson Township librarian. The librarian told the writer, "I know Jefferson Township's history because I have lived it." The retired librarian was born in May, 1915 in a three-room house that she still resides in located at 9599 Huffman Liberty Road in Jefferson Township. It has been remodeled and additional rooms have been added on. She was educated in Jefferson Township. The retired librarian taught school in Jefferson Township and retired from Jefferson Township Schools in 1981.

Existing Buildings in Jefferson Township

Jefferson Township has three existing school buildings today. They are Blairwood Elementary located at 1341 Blairwood Avenue, Dayton, Ohio 45418. This school was built in 1962 when the Blacks moved in the Jefferson Township area. This was a shock to

the Jefferson Township residents. Soon afterwards, a kindergarten program was added at Blairwood School.

Radcliff Middle School is located on Knox Avenue, west of Dayton, Ohio, and off West Third Street. It is located in Jefferson Township and is one of three schools located in the Jefferson Township Local School District. It is an urban rural district. It opened in 1959. (Appendix A) Many of the students are from single parent households, foster parents or guardians, or they reside with grandparents. (Appendix B) Radcliff Middle School is financially strained due to the lack of an industrial base in the township. (Appendix C) The student population was approximately 280 students with fifteen full-time teachers, five split-teaching staff members, one principal, one secretary, one part-time nurse, one counselor, one librarian aide and two full-time educational aides. (Appendix D) The students receive free breakfast and lunch from government subsidies due to the district being a poverty stricken area.

The third school in Jefferson Township is Jefferson High School located at 2989 South Union Road. The school houses students in grades nine through twelve. This school was built in 1966.

Involvement from the parents and the community is low. There is a lack of positive behavioral skills that negatively impacts the process of effective teaching and learning. The school has noticed a drastic decline in academic performance which shows low Proficiency Test scores in grades six and eight (Appendix E). Incentive programs are being implemented to get parents, guardians, and community to be supportive and involved to get behavior and the Proficiency Test scores to increase. According to Psalms 71:5, "for thou art my hope, O Lord God; thou art my trust from my mouth." We must reflect and depend upon God's word in working to make our needs known. There is a need for

increased test results this year because of mandates given by the State Department of Education to make necessary academic improvements. Jefferson Township is providing additional time for teachers to have common planning time and, once a month, departmentalized teachers meet in clusters to discuss educational strategies and projects so that students will be able to do well on the Proficiency Tests.

A 2000-2001 and 2001-2002 School Report Card (Appendix F) shows a percentage of Jefferson Township students at or above the proficient level as designated by the Ohio Department of Education. It also shows the school's percentage points of improvement since its last report card. There are a total of twenty-two performance indicators that the district is to reach. There are five district rating systems. If Jefferson Township would have reached twenty (21) or twenty-two (22) performance indicators, an excellent rating would have been assigned. There is the Effective Rating System where a district has to reach seventeen (17) to twenty (20) performance indicators; Continuous Improvement Rating system where the district reaches eleven (11) to sixteen (16) performance indictors; Academic Watch where the district met seven (7) to ten (10) performance indicators, and the Academic Emergency Rating System where the district meets 6 or fewer performance indicators. During the 2001-2002 school year, Radcliff Middle School was rated at an Academic Watch level where it met seven (7) of the twenty-two (22) performance indictors. In 2000-2001 (Appendix G), the percentage of students at or above Proficient Level for all grades was 31.1% and in 2001-2001, students at or above the Proficient Level was 31.9%. The percentage points of improvement showed 0.8%. Radcliff Middle School's goal is to continue to work diligently to increase the District Academic Rating System per grade level. Included in this report is a

breakdown of Proficiency Test results from 2003, where students in grades four, six, ninth and tenth took the test (Appendix H).

The school is working to get parents and the community to be actively involved in their children's education. Radcliff Middle School is the context in which this project is developed because this is where the writer works. The project focuses on integrating spiritual values through a character-based educational model in Radcliff Middle School because of the lack of positive behavioral skills and low Proficiency Test scores.

The *Integrating of Spiritual Values and Character-Based Education in a Middle School Setting,* title of the project, will utilize support and feedback with Mentors, Context Associates, and Professional Associates. This project is not intended to infringe on any one religion, but rather, to involve students in moral character or education in spiritual values as an interdisciplinary approach to include the basic core values that any society might demand. The writer feels that with the adversities that children are encountering and involved in; values such as *honesty, respect, trustworthiness, compassion, fairness, citizenship,* and *responsibility* would be assets. (Appendix I) The teaching and modeling of these spiritual values will cause students to become more proactive in their approach in dealing with problem situations that might arise. The writer believes that any parent would want the basics for their children to get along with others and support the basics in society.

Synergy

In the writer's Spiritual Autobiography and Contextual Analysis, there are cited instances of life issues. The synergy relates the contextual differences as well as the contextual similarities. The contextual similarities and differences take place in Marshall,

Texas, in the Marshall Independent School District and in the Jefferson Township Local School District.

There have been life experiences that have caused a positive affect for the writer. There have been lifelong successes that have led the way to a high sense of self-esteem. These experiences have taken a route through the valleys and plateaus of the writer's life journey realizing that God is the enabler to live a wholesome and fulfilled life growing up and even as an adult today.

Some of the greatest years for the writer were growing up in Texas attending Rosenwald from grades one through eight. After the completion of elementary school, came four years of attending H.B. Pemberton Senior High School. The seed of becoming a teacher was planted earlier by Dad, but while at H.B. Pemberton Senior High School the dream of becoming a teacher took precedence over all other life choices. Dad encouraged the dream to be followed. The writer graduated from H.B. Pemberton Senior High School and attended Wiley College. While at Wiley College, the areas of matriculation were Elementary Education as a major and History was the minor. After graduation, the writer became an elementary education teacher. Two years were taught in the hometown of Marshall, Texas in Special Education for grades one through six. Parents and the extended family were very supportive of the writer's dream. The writer has been in education for twenty-nine enjoyable and fulfilling years, teaching Special Education.

Inspired Teacher

The inspiration of teaching for the writer grew from the teaching style of a first grade elementary teacher at Rosenwald Elementary School. This teacher would drive from Longview to Marshall every day in all types of weather. She taught first and second grades

in one building without any breaks. Lunch, lunch duty, and recess were taken with the students. There were those little chats that made lunch so special with this teacher. She made you feel important and loved. She planned lessons so that every student would learn and stay on task. She would teach and make each student feel so special that they would do anything to please the teacher. Learning was fun with this teacher. This teacher was a rare kind of person and the writer is privileged to have had her at the onset of the writer's educational foundation. This teacher has inspired the writer in so many ways that they are prevalent in the Special Education classroom today. The writer would emulate the teaching style of this teacher when the other family siblings had homework assignments to be done. Spiritual values and character education were taught at an early age by this teacher and they were reinforced by the writer's parents and community members.

The writer sees that the Special Education student is no different from the Regular Education student except that the Special Education student sometimes processes and obtains information a little differently than other students. Special Education is the writer's special calling and she would prefer teaching Special Education classes rather than Regular Education because of the writer's passion for it. The love and excitement in teaching is highlighted when students catch on to a new skill or concept in the middle of teaching; when the writer sees bright happy twinkles in students' eyes as they orally retell what they have learned in their lessons; have a passing grade; or when they show improvements at the end of the school year in both their academics and social maturation. The writer has a true commitment to teaching and working with Special Education students because they cause the teacher to really become a better teacher and a more patient and caring person. Also, the writer has a good rapport with parents, which is

essential to the successes of students in the Special Education Program or any other program.

The writer is a Special Education teacher in the Jefferson Township Local School District. Since graduating from college she has been involved in the educational arena with Special Education students. The writer's interests and passion for Special Education and children in general is strong. The writer has taught Special Education classes for a total of twenty-nine years in Jefferson Township in the Radcliff Middle School building and has taught grades one to eight. The writer keeps up with new trends in Special Education by taking and attending seminars, workshops, meetings, and courses in order to successfully work with students who might be three and four grade levels behind students in Regular Classes at their perspective grade levels.

Special Education has been close to the writer's heart since the primary grades and the student teaching period because each student's educational needs are individually worked on through individualized or small group instruction. The Individual Educational Plan (IEP) is a document that each identified special student has and instruction is based on the needs, goals, and objectives of the Individual Education Plan compiled by the IEP team.

The writer feels that every student should have a quality education and be exposed to values that would be carried on in making good choices of what is right or wrong and in getting along with others. This diligence and perseverance of this one teacher, supportive parents, and community could be the answer to what the schools are seeking for in the students of today.

The dream of becoming a Special Education teacher came from a desire to help students. From the time of student teaching and working with the children who sat in the

back of the room at the round table not being supervised, there has been a real concern in helping students who might be experiencing some academic problems. There is an awareness that they have problems causing them to get behind and at the same time they act out to get attention. Unfortunately, this kind of behavior provided the students with attention, even though it was negative attention. Some of the students had parents who would not come to the school to see about them, either because they did not have adequate transportation or were a little leery about entering the school. While working with the students who were academically behind and had some behaviors because of a lack of attention, there was a turning point for the writer. This caused the writer to work harder with the students to prove that they could learn and be socially acceptable. There were lessons and activities built around the students' needs. They received individualized instruction and individualized attention to make academic and social progress.

Today, the writer is teaching special Education classes in the Jefferson Township Local School District. Through the many years of teaching, it has been observed that students seem to do better academically and socially when parents are supportive and involved in their lives. It has been observed at Radcliff that as a result of the lack of parental involvement, students don't always do as well as they should and tend to develop behavior problems. The end result of this is evident in the low Proficiency Test scores. The students seem to lack motivation to study and not do the best that they can.

The similarity of the context is that students have individual problems, which is one of the problems at Radcliff Middle School that the writer had to face. Students in the coordinating classroom in Texas had students who were put in the back of the classroom without the teacher to support them. There were teachers and parents to support the

writer during the first through eighth grade years. The differences in the two settings are in the form of parental support and involvement.

The synergy meets at the crossroad of providing uplifted support in the academic areas of the students and getting more parental involvement in the schools. The writer has a divine call to provide a caring and nurturing model of support for parents, students, teachers and the community. This support system is much needed and will be beneficial for the students in Radcliff Middle School to integrate spiritual values through a character-based educational model. With the reversal of low Proficiency Test scores and consistent behavioral problems, students will become socially accepted students, move forward, and subsequently, test scores and academics performance will increase.

CHAPTER TWO

THE STATE OF THE ART OF THE MINISTRY MODEL

In today's society and in our schools, students are making monumental life-altering decisions without parental support and without thinking through what will happen long-term. Along with this, students do not have the right frame of reference to make good sound decisions about what is right or wrong. There are so many obstacles youth have to contend with. These things such as negative behaviors, lack of study skills, violence, abuse, or drugs, trigger from home, community, and to school. When a student actually faces other negatives in his or her life, the student often becomes confused and loses a lack of trust in others. As a teacher, it is very clear that one sees many things that have gone astray in students' lives. In the school, the writer sees students who are trying to do the best they can with the little that they have. We expect students to do the right things and be model students. As a result of the things that students face, you might see students demonstrating negative attitudes which encompass many of the negatives in their lives and consequently, in the lives of others that they are around who have to work with them. According to Rita Stein, Roberta Richin, Richard Banyon, Francine and Marc Stein's[1] research, results from interviews and personal research consistently revealed that students from the most affluent to the most impoverished, are making decisions about how to deal with the following:

---

[1] Rita Stein, Roberta Richin, Richard Banyon, Francine and Marc Stein, *Connecting Character to Conduct* (Alexandria, VA: Association for Supervision and Curriculum Development, 2000), 1-2.

- Divorce, parental dating, remarriage, changing family structures, and family living arrangements that disrupt the continuity and stability of their personal and academic life
- Persistent feelings of being alone and anonymous in the midst of their own schools, neighborhoods, and homes
- Hundreds of hours alone or with their friends, with no adult supervision or guidance
- Addictions and depression
- Feelings of being left out
- Fear of other kids, teachers, and other adults
- Concerned about whether they will live to adulthood

Since these concerns are parallel to Radcliff Middle School students' concerns that are resulting in a lack of behavioral skills and low Proficiency Test scores, the project, *Integrating Spiritual Values through a Character-Based Educational Model* with value-driven lessons is what is being focused upon to show that students will improve their behavior skills and quality of life. Also, with teaching and tutoring students in the academic areas and working on the core values, improvements in academic achievements are expected. Additionally, parents and guardians of students being tutored will be consulted to see if they see any positive improvements from the teaching and tutoring.

Goals of Education

Moral education is not a new idea. It is, in fact, as old as education itself. Down through history, in all countries all over the world, education has had two great goals: to help young people become smart and to help them become good.[2]

Realizing that smart and good are not the same, wise societies since the time of Plato have made moral education a deliberate aim of schooling. They educated for character as well as intellect, decency as well as literacy, and virtue as well as knowledge. They have tried to form citizens who will use their intelligence to benefit others as well as themselves, who will try to build a better world.[3]

The ancient wisdom about the purposes of schooling was noted at the beginning of our country. The founders of our country asserted that moral education was necessary for the success of the society. Thomas Jefferson thought that democratic virtues must be instilled at an early age. Schools in the early days of the democratic society faced character education head on. Schools faced character education through discipline, the teacher's good example, and the curriculum. Schools instructed students in the virtues of patriotism, hard work, honesty, thriftiness, altruism and courage.[4]

When society came to think of morality as privatized which is a matter of private choice and not for public debate, morality began to retreat from the schools. This happened in the 1950s. At this time, morality was replaced between Sputnik and computers. Lickona thinks differently. He said that was not entirely true, because to some

---

[2] Thomas Lickona, *Education for Character* (New York: Bantam Books, 1991), 6.

[3] Ibid.

[4] Ibid.

extent schools can't avoid doing moral education. As social institutions, schools must regulate moral behavior: They require students to obey their teachers, forbid them to fight, punish them for cheating, and so on. They also provide, through the visible actions of teachers and other adults, examples of fairness or unfairness, respect or disrespect, caring, attention or the lack of it. But when schools got the idea that they shouldn't "impose" any one set of values, values education was left to the discretion of the individual teacher, without benefit of discussion of which values should be taught and how.[5]

During the first half of the twentieth century, a social change began to occur. Personalism became a worldwide term. Personalism celebrated the worth, dignity, and autonomy of the individual person. It emphasized rights more than responsibility and freedom more than commitment. It led people to focus on expressing and fulfilling themselves as free individuals rather than on fulfilling their obligations as members of groups such as family, church, community, or country.[6]

During the 1960s through the 1970s, human freedom and the value of the individual person held high focus. Out of this focus came the civil rights movement, a concern for the rights of women, and a new respect for the child as a person. This focus brought with it many problems. One problem was the reluctance on the part of authority figures, including teachers and parents, to exercise their legitimate authority. With the problems of personalism in the 1960s and 1970s came values clarification. This new approach to values in the schools made its debut in 1966, in the publication of *Values and Teaching* by Columbia University Professor Louis Raths.[7] Values clarification told

---

[5] Ibid., 8.

[6] Ibid., 9.

[7] Ibid., 10.

teachers not to try to teach values at all, but rather to help students learn how to "clarify" their own values.[8]

Values clarification was stated as making a mistake because students were treated like grown-ups who only needed to clarify values that were already sound. It forgot that children need a good deal of help in developing sound values in the first place. From values clarification came "rational decision-making" that was developed by moral philosophers. One in particular was Lawrence Kohlberg. Rational decision-making focused on the process of thinking skills, rather than on moral content.

Teachers did not see their role in the schools to teach or foster particular values. Schools stayed neutral on values. Evidence of moral decline began to happen first in society and then among the young. This same problem is more evident today in the schools and our society. The writer has given some background historical information to suggest what is needed in the schools today. If the problems go undetected and not dealt with, they only become bigger problems. Thus, this is the basic of the project; to increase behavioral and academic performance.

A Need for Spiritual Values Through Character Education

The present and future well-being of our society requires an involved, caring citizenry with good moral character. People do not automatically develop good moral character; therefore, conscientious efforts must be made to help young people develop values and abilities necessary for moral decision-making and conduct. Effective character education is based on core ethical values, which form the foundation of democratic

---

[8] Ibid., 11.

society, such as respect, responsibility, trustworthiness, caring, justice and fairness, and civic virtue and responsibility.[9]

What does "spiritual values through character education" look like and why is there a need for it? Spiritual values through character education is a process where the student learns and explores education as life and life as learning positive approaches for setting and achieving goals. Character education presents life with context, inviting students to listen, share, explore, and reflect. Cultivating knowledge for purposeful living, students learn through literature, art, humanities, and throughout the existing school curriculum the benefits and consequences of behavior. They learn the power of choice. They learn to appreciate the qualities of being human and to share their appreciation at home, in school and in the community.[10]

The writer believes that if the students' needs are neglected, these students could become problem students. Students know when they are academically and behaviorally challenged. They might think acting out will take attention away from their inadequacies and they will not be found out. There is today a widespread, deeply unsettling sense that children are changing in ways that tell much about ourselves as a society. These changes are reflected not just in the violent extremes of teenage behavior but in the everyday speech and actions of younger children as well.[11] Children with the most glaring deficiencies in moral values almost always come, their teachers say, from troubled families. Indeed, poor parenting looms as one of the major reasons why schools now feel compelled

---

[9] Dary Matera, *A Cry for Character* (Paramus, NJ: Prentice Hall Press, 2001), 144.

[10] Ibid., 145.

[11] Thomas Lickona, *Educating for Character: How Our School Can Teach Respect and Responsibility* (New York: Bantam Books, 1991), 4.

to get involved in values education. Another part of the problem is the mass media and its prominent place in the lives of children. The typical elementary child spends thirty hours a week in front of the television set. By age sixteen, the average child will have witnessed an estimated 200,000 acts of violence and by age eighteen, 40,000 sexually titillating scenes. A *Newsweek* story titled "So Long Wonder Years" reports the findings of a new Carneige Corporation study that states that one quarter of all junior high school students are involved in some *combination* of smoking, drinking, drug use, and sex.[12] To be sure, even in the face of problems like these, considerable controversy still surrounds the proposition that schools should teach morality. But schools cannot be ethical bystanders at a time when our society is in deep moral trouble. Rather, schools must do what they can to contribute to the character of the youth and the moral health of the nation.[13]

Moral education in public schools declined considerably in the years after the Second World War because of Supreme Court decisions prohibiting teaching religion and recitation of prayers in schools. In removing these practices from schools, the Court seemed to have also outlawed moral education.[14]

The core problem facing our schools is a moral one. All the other problems derive from it. All the various attempts at school reform are unlikely to succeed unless character education is put at the top of the agenda. If students don't learn self-discipline and respect for others, they will continue to exploit each other. If students don't learn habits of courage and justice, curriculums designed to improve their self-esteem will not stop the

---

[12] Ibid.

[13] Ibid.

[14] John L. Elias, *Moral Education: Secular and Religious* (Malabar: Robert E. Krieger Publishing Company, 1989), 30.

epidemic of extortion, bullying, and violence, neither will courses designed to make them more sensitive to diversity.[15] The writer feels that the integration of spiritual values through character-based education is something that is needed to occur during this particular time with the youth.

The 1980s witnessed another public debate on teaching values in public schools. Politicians and educators expressed positive interest in values education. William Bennett, former Secretary of Education, became a strong advocate for encouraging schools not to avoid issues relating to morality.[16]

Now, from all over the country, from private citizens and public organizations, from liberals and conservatives alike, comes a summons to the schools: Take up the role of moral teachers for our children.[17]

When spiritual values through character-based education are missing, there tends to be turmoil with the students in the educational setting. There is a call for attention in school in the inner life; to the depth dimension of human experience; to students' longings for something more than an ordinary, material, and fragmented existence. The writer feels that spiritual values through character-based education embraces diverse ways to satisfy the spiritual hunger of today's youth. When guided to find constructive ways to express

---

[15] William Kilpatrick, *Why Johnny Can't Tell Right from Wrong: Moral Illiteracy and the Case for Character Education* (New York: Simon and Schuster, 1992), 225.

[16] Elias, *Moral Education: Secular and Religious*, 31.

[17] Kilpatrick, *Why Johnny Can't Tell Right from Wrong*, 225.

their spiritual longings, young people can find purpose in life, do better in school, strengthen ties to family and friends, and approach adult life with vitality and vision.[18]

When individualized attention is given to each student and they are made to feel that they are worthy, intelligent, and valued; their self-esteem and spiritual being is elevated. Through this, a sense of pride in themselves and their school becomes more evident. This is why the writer wants to integrate spiritual values through character education in the middle school. Adolescence is a time when longings awaken with an intensity that many have misunderstood and dismissed as "hormones." Ignored or suppressed, the spiritual forces inside our young turn toxic and explosive.[19] When students are provided with opportunities to challenge them creatively, constructively, and to explore their mysteries with peers and supportive adults; then the young people can find balance, integrity, meaning, and connection. The quest for spiritual values through character-based education can move forward only in communities where educators, parents, and civic leaders are willing to air their deepest differences in a spirit of dialogue and collaboration to raise the next generation. It seems that when spiritual values are in your thoughts and heart, things seem to work out for the good of everyone.

---

[18] Rachael Kessler, *The Soul of Education: Helping Students Find Connection, Compassion and Character at School* (Alexandria, VA: Association for Supervision and Curriculum Development, 2000), x.

[19] Ibid., xiii.

CHAPTER THREE

BIBLICAL FOUNDATIONS

In the educational setting, there is such an overwhelming lack of character, values and morals among our youth. This is the case through what Christ said:

> Children, obey your parents in the Lord: for this right.
> Honor they father and mother; which is the first commandment with promise;
> That it may be well with thee, and thou mayest live long on the earth.
>
> —Ephesians 6:1-3

Today in the public educational setting, there is an intense focus on strengthening school, student, and parent relationships as it relates to respect, responsibility, compassion, self-discipline, loyalty, family values, respect for diversity, and tolerance.

Character-based education is a model where students, parents, and the community will come together to resolve issues or problems in the field of value education and moral education. Children obey your parents in all things for this is well pleasing unto the Lord. (Colossians 3:20 KJV) "Train up a child in the way he should go: and when he is old, he will not depart from it." This admonition comes from Scripture (Proverbs 22:6 KJV). A void in the community's involvement is the value of the spiritual resources that are available in all three components. Seldom mentioned in the public education arena is the role of ethics of the church, religious institution, and/or spiritual values in the shaping of the public educational processes. It has been proven that children should start the ethical,

character-based and values training, both morally and spiritually, of "what is right or wrong" at an early age at home, church, in the community and at school.

If the right training takes place early and consistently, the children will not have as many problems as they mature into adulthood. Scripture makes it clear that children are to be ministered to and trained. For example:

> And thou shalt teach them diligently unto thy children, and shalt talk of them when thou sittest in thine house, and when thou walkest by the way, and when thou liest down, and when thou risest up. And thou shalt bind them for a sign upon thine hand, and they shall be as frontlets between thine eyes. (Deut.6:7-8 NSRB)
>
> Train up a child in the way he should go: and when he is old, he will not depart from it. (Proverb 22:6 NSRB)
>
> And they brought unto him also infants, that he would touch them: but when his disciples saw it, they rebuked them. But Jesus called them unto him, and said, permit little children to come unto me, and forbid them not: for of such is the kingdom of God. (Luke 18:15-16 NSRB)

June states that in spite of the doom and gloom, many problems can be resolved if basic Christian values are taught in the home. It has been stated that boys and girls who are brought up in Christian homes have less trouble adjusting to the demands of an exacting society. They have given the values that undergird the Christian life, and find that there is a correlation between commitment and involvement in the Christian lifestyle and one's citizenship. That is, good Christians typically make good citizens.[1]

It is expected that children grow up and become good church members and productive citizens. The best way to train our children is within the family structure. Yet,

---

[1] Lee N. June, *The Black Family, Past, Present & Future* (Grand Rapids, MI: Zondervan Publishing House, 1991), 125.

we expect other societal institutions such as the school and the church to shoulder the responsibility of helping our children to attain these goals.[2]

The concept of family is firmly established in Scripture. In the Bible, it is affirmed that the the family unit is the glue that holds everything together. In the Bible, God established the family unit with Adam and Eve, the first man and woman, before any tabernacle, synagogue, the church, or any of the other institutions evolved.[3]

Within the Ten Commandments, three relate directly to family life:

> Honor thy father and thy mother: that thy days may be long upon the land which the Lord thy God giveth thee.
>
> Thou shalt not commit adultery.
>
> Thou shalt not covert thy neighbor's house, thou shalt not covet thy neighbor's wife, nor his manservant, nor his maidservant, nor his ox, nor his ass, nor any thing that is thy neighbors.[4]

Parents or care-givers are the most important component within the family unit to pass cultural attributes, values or character traits to children. How we portray ourselves is very important because children imitate what they see or hear. The words below portray this idea of an unknown poet and quoted in Stanton:

> I took a piece of living clay
> And gently formed it day by day,
> And molded with my power and art
> A young child's soft and yielding heart.
> I came again when days were gone;
> It was a man I looked upon.
> He still that early impress wore,
> And I could change it never more.[5]

---

[2] Ibid., 126.

[3] Ibid., 126.

[4] Exodus 20:12, 14, 17 KJV

[5] K. Stanton, *Bible Keys for Today's Family* (Cincinnati, OH: Standard Publishing Company, 1984).

If we as parents, teachers, or community show and act out our faith to our children by teaching honesty, living the truth, and talking the truth; I believe that the children will respond in the same or nearly the same manner. The children's faith grows stronger when they receive the love, affirmations and spiritual care of their Christian parents. Faith is the most accurate biblical definition quoted in Hebrews 11:6. Faith involves a total surrender of the heart, soul, and mind.[6]

Stanton stated that faith was transmitted to the Hebrew children, to Timothy, and to others; and it should also be mentioned and passed on to our youth in today's society. This is how Stanton addressed this issue:

> Little children need before them an example of faith in God and Jesus. They need someone to go with them to the service, not just to leave them at the door. They need someone there when they take part in the special programs. They need someone there when they sing for the first time in the choir. They need someone to sing, "Jesus Loves Me" and "The B-I-B-L-E" with them. They need someone to tuck them in at night with a prayer. They need someone to take them to youth meetings, encourage them to go to camp, and to introduce them to Christian colleges, Bible Bowls, and youth conventions. They not only need a youth minister at the church, they also need one at home.[7]

Problem and Solution

In strengthening the parent, student, and school relationships for character-based education in the schools, we have to look at some of the factors or characteristics that prohibit the growth or the need to have such a model. One of the things that I would like to expound on in this paper is the fact that today's family faces many pressures and disorganization. This has caused our children to be put in an unprotected or precarious

---

[6]June, *The Black Family*, 125.

[7] Stanton, *Bible Keys for Today's Family*, 140-141.

environment. Fathers may not be in the home, leaving the mother to take care of the children as the sole supporter; children left home alone may be unprotected or can be harmed because the mother has to work. Some children may face family discord, neglect, and rejection and a fear of abandonment, which is escalating. Other problems or characteristics are the lack of social and communication skills, and conflictual or abusive relationships that threaten the emotional health of the family unit.

In order to work on the solutions of these adversities, there should be a committed effort to build strong families with a sense of values. There should be a strong regard for the sense of building and protecting the home of the children, the school, and the community in which the child is a part of.

The scripture lessons below are foundations of faith for the protection of our children:

> And any of you who welcomes a little child like this because you are mine, is welcoming me and caring for me. But if any of you causes one of these little ones who trust in me to lose his faith, it would be better . . . if he were thrown into the sea with a huge rock tied to his neck, he would be far better off than facing the punishment in store for those who harm these little children's souls. I am warning you![8]

> But when Jesus saw it, he was much displeased, and said unto them, suffer the little children to come unto me, and forbid them not; for of such is the kingdom of God. Verily I say unto you, Whosoever shall not receive the kingdom of God as a little child shall not enter therein.

> And he took them up in his arms, put his hands upon them, and blessed them.[9]

---

[8] Matthew 18:5-6: Luke 17:2-3 LB

[9] Mark 10:14-16 KJV

I am a teacher and I know that, to be an effective teacher, I have to love what I do and love and respect my students and the people with whom I am in contact. I have to have a religious base, a clear understanding, and a strong faith in God to work with a diverse student population. I have to know myself and my subject matter to get things changed. I am a teacher from the heart and take pride in being a teacher in the community where there is a real need for good teachers. When I say "good" teachers, I mean a person who is described by Palmer in this phrase: "Good teachers join self and subject and students in the fabric of life."[10]

In order for teachers, students, parents and community to work effectively as a body in getting things changed, they need to collectively and collaboratively keep redrawing the conceptual maps. In a society that changes as rapidly as ours does, there is a need to continually update our understanding of key concepts. It is suggested that many of us are using outdated maps of childhood and not fully acknowledge the profound differences that have made the experience of childhood and youth quite different from a generation or a year ago.[11] Whatever is to be done has to be placed on the table for consideration and there has to be a consensus to work collaboratively from all areas to get the issues resolved. Everyone has to work as weavers through lecturing, dialogues, experiments, collaborative problem solving and work through chaos if it occurs.

A good teacher works together collaboratively with others on the issues that are causing the problems. A good teacher keeps the heart of the subject in place and works responsibly with students and parents. A good teacher recognizes the problem and goes

---

[10] Parker J. Palmer, *The Courage to Teach* (San Francisco, CA: Jossey-Bass Publishers, 1998), 11.

[11] Kevin Ryan and Karen E. Bohlin, *Building Character in Schools* (San Francisco, CA: Jossey-Bass Publishers, 1999), 168.

forward in getting it resolved. A teacher committed to character-based education must not only love the flawed young person; she must keep before her the image of the person that student can become. As Harold Hubert puts it, "Children need love especially when they do not deserve it." In this case, the writer would like to work on strengthening parent and student relationships through a spiritual value and character education model within the context of Radcliff Middle School. The writer is doing this project because of the children. The writer is tired of seeing them get the negative aspects of problems that they did not invent but became the main characters in the problem. The Bible verses below sum up biblically what the writer wants to see happen in the project model.

> Bow down thine ear, and hear the words of the wise, and apply thine heart unto my knowledge. (Proverbs 22:17 KJ)
>
> And all thy children shall be taught of the Lord; and great shall be the peace of thy children. (Isaiah 54:13)
>
> Let all bitterness, and wrath, and anger, and clamor, and evil speaking, be put away in you, with all malice:And be ye kind one to another, tenderhearted, forgiving one another, even as God for Christ's sake hath forgiven you. (Ephesians 4:31, 32)

Theological Foundations

> It was the policy of the good old gentleman to make his children feel that home was the happiest place in the world; and I value this delicious home feeling as one of the choicest gifts a parent can bestow.
>
> —Washington Irving
>
> Society is the atmosphere of souls; and we necessarily imbibe from it something which is either infectious or healthful.
>
> —Bishop Joseph Hall
>
> We are a kind of chameleon, taking our hue, the hue of our moral character from those who are about us.
>
> —John Locke

God empowered His people to take charge of problems that are not in harmony in society. He made Adam and Eve and put them in charge of taking care of the Garden of Eden. This same principle can be used as an example in taking care of God's children so their world would be a better place for them. According to Pohly, we are responsible for the natural world; Genesis 1:27-28 declares that God created us in the divine image and gave us dominion over the earth. We are responsible for ourselves; the entire third chapter of Genesis is an account of the Fall or original sin of Adam and Eve; in spite of all the excuses and evasions. The story leaves no doubt that we, symbolized here by representative man and woman, are required to make our own decisions and held accountable for the results; and, we are responsible for each other. In Genesis 4:8-15, the story of Cain and Abel reminds us that we are to "keep," that is, protect, defend, and care for one another. Such concern is required not only on behalf of Abel, the one wronged, but also Cain, the wrongdoer.[12] In the law by which the Hebrews were directed to order their life there is instruction, later appropriated by Jesus in his summary of the law: "You shall love your neighbor as yourself" (Lev. 19:18)

Each Sunday the writer goes to church to discern God's message. The minister says at the end of the service to go out into the world and do ministry. A scripture from the Bible to be interjected here to make this point is Romans 12:2: "And be not conformed to this world; but be ye transformed by the renewing of your mind, that ye may prove what is that good, and acceptable, and perfect, will of God." This is the ministry that the writer sees needing to be done; that ministry is creating a model for integrating spiritual values through character-based education. Values have to be taught when you see

---

[12] Kenneth Pohly, *Transforming the Rough Places* (Franklin, TN: Providence House Publishers, 2001), 126.

students not getting along. When you see students not liking themselves or not getting along, you have to work on strengthening their self-esteem and find root causes of it so that the self-esteem issue can be resolved. You have to find ways to get parents involved in a positive manner to work with the teachers and children. Involving God and the "good" in your ministry in teaching character-based education and relying on scripture and other literature will make your ministry more pliable. Another scripture that parallels this ministry is that of saying and doing the right thing, especially in a difficult situation: "let your speech be always with grace, seasoned with salt, that you may know how ye ought to answer every man." Colossians 4:6

There will not be an infringement of pushing any form of religion on anyone in this model. The project dealt with values that any parent would like to see their children incorporate. Some of the spiritual values that will be dealt with are attitudes, trustworthiness, honesty, respect, compassion, fairness, responsibility, and citizenship. We will instill knowledge as well as wisdom within the children so that they can function effectively in human society and the world. We can look at the Bible verses at home with the discretion of parents or guardians that were mentioned in the Biblical Foundations paper and translate them into simpler laymen's terms so that they will be more comprehensive. The verses in the Biblical Foundations paper are: Ephesians 6:1-3; Proverbs 29:17; Deuteronomy, 6:7-8; Proverbs 22:6; Luke 18:15-16; Exodus 20:12; Matthew 18:5-6; Proverbs 22:17; Isaiah 54:13 and Ephesians 4:31,32.

It is the school and parents' duty to identify the knowledge base and moral values its students will learn. To decline this responsibility is to put not only students at risk but ultimately our entire society. It is our firm belief, however, that fear of indoctrinating students with spiritual values and principles is a major reason why so many educators and

schools are reluctant to embrace character education. There is an implicit hope that somebody else will do this teaching. However, as we shall see, for educators the responsibility to teach our spiritual values and moral values simply come with the territory.[13]

We all know that American democracy is at once a political order and a way of life with certain moral, and for many, even religious overtones. American democracy is a congeries of variously delegated political authorities ranging from the sovereign but constitutionally limited federal republic to the semi-autonomous state governments, to county, municipal, and town governments, to the quasi-political and voluntarism organizations, political parties, service clubs, professional organizations, philanthropic societies, and all the rest.[14]

Many Americans are coming to think that our vast and complex democratic society cannot be kept fluid and creatively potent without religion in our public schools; we shall suffer increased incidences of juvenile delinquency.[15] We should not violate the principle of separation of church and state, but we should not use it to lock the doors of religious insight for our children's lives, but rather as a key to help out in our children's lives.

When the writer thinks spiritual values through character-based education in the context of the public school's setting, a person may first think of the parents as being primarily responsible for their child's character-based education. Next, a person may think of teachers who are next in line of providing attention in character-based education. Now, there are traditional connections associated with being responsible for children and young

---

[13] Ryan and Bohlin, *Building Character in Schools*, 16.

[14] Ibid,. 419.

[15] Ibid.

people such as people in the neighborhood and community. In some instances, this tradition still holds true. The writer thinks this is what should be done on a larger scale with more children since there is a lack of positive behavioral skills and values. Religious groups also, ethically, play a major role in helping the youth acquire values. Religious groups are stakeholders in their youth's character-based education.

Whether you are in the church spreading the word of God, you can also spread the goodness of God in the school through acts of love, kindness, understanding and by many other character traits and values. Theology's task for the church is to tell about its faith and message so that they can be understood and affirmed in the present time.

Barth adds that theology used as a theoretical strategy examines the move of language away from and toward meaning.[16] In other words, take the message of God out into the world to give meaning to it.

The writer has taught school for twenty-nine years and there is a great need for spiritual values through character-based education in our homes, schools, churches, communities and youth organizations, more so today than ever before because of circumstances that might change a youth actions or thoughts. The "village" has to be accessible to everyone and be ready or on guard around the clock for our children and youth. The writer feels that children and youth have to be taught spiritual values through character-based education at an early age so that they will have a chance of learning what is right and wrong. When a child or youth is taught at an early, they will have a chance to make good choices on their own without being told. Earlier training in spiritual values

---

[16] Graham Ward, *Barth, Derrida and the Language of Theology* (New York: Cambridge University Press, 1995), 247.

hrough character-based education will promote a wealth of positives in the lives of children and youth.

The writer is doing this project on spiritual values through character-based education at school because it is an enabler that will bring out the good in our students. This will cause our students, along with parents, teachers, and community, to come together and work toward a common cause instead of being involved in the ills of today's society. God is leading the writer to do this project and God will be in the midst of it implementation.

> I will instruct thee and teach thee in the way which thou shalt go: I will guide thee with mine eyes. (Psalms 32:8)

By being good parents, teachers, and community persons, we strengthen our own character. By strengthening our own spiritual values through character-based education, we help children develop and strengthen their Christian ethics and values for God's Kingdom here on earth as stated in Isaiah 2:3 . . . and he will teach us of his ways, and we will walk in his path.[17]

Historical Foundations — Introduction

According to Ronald Wells in *History and the Christian Historian*, the concern of historians was that they were Christians. This text also gave perspectives of framing Christian historical text. As historians, we mark our identities by the reality that God exists and that God came among us in the historical person known to us as Jesus.[18] This book

---

[17] Isaiah 2:3

[18] Ronald A. Wells, *History and the Christian Historian* (Grand Rapids, MI: William B. Eerdmans Publishing Company, 1998), 1.

also pointed out that when a person does research on history, they will be pulling out historical data using their own built in perspectives of Christian research.

There are the Troeltsch three principles of critical investigation that cause problems for the traditional Christian. The first principle is the *principle of criticism*. In using this principle, it claims that historical judgments are always provisional, corrigible, and approximative.[19] The judgments may be more or less probable according to the evidence that is available to the historians. The second one is the *principle of analogy*. Here, this principle explains the assumption of uniformity, which says that our present experience is not that different from the past experiences of humans. The examples given were that of the laws and the natural processes that operates today was operated in the past. The third principle is the *principle of correlation*. This means that one must understand an historical event in the context of previous natural events and outcomes. Wells stated that historical events must be understood in terms of their natural historical contexts.

Philosophy of Education

The philosophy of education is a process that asks students to avoid quick, easy, vague, and contradictory answers, and to search for a carefully thought out system of educational theory and practice. By this, the writer means that the student will have to put deep thought, formulation of beliefs, critical thinking, examination, research, and time to the educational process.

---

[19] Ibid., 47.

The writer's spiritual journey has been a journey of hard work. She has faced significant roadblocks. The writer has found herself without a lot of time to do all that is to be done. The writer is playing catch up all of the time. At times, it feels like being on a roller-coaster ride, going no place. But, as the writer reflects upon the spiritual journey, God was there all of that time. He allowed the writer to feel pushed and confused, but He wanted me to become settled, get started, and do what was needed to be done in Phase II, which is part two of five parts of the Doctor of Ministry Program. The writer feels a tremendous amount of faith and dedication to God. The writer has prayed more than anyone's share of prayers, asking God to be present at every step of the way. But also she has been guided by the experiences of great historians and educational philosophers.

It is believed that the reader needs to have an appreciation of the historical perspective of education. Thus the philosophical perspective provided above is essential for a helpful analysis. The writer's philosophy of education grew out of her concern for children's education. Such concern is important for the larger society due to the rise of political, economic, and social issues. Philosophy means the love or pursuit of wisdom and the attempt to answer ultimate questions critically, after investigating all that makes such questions puzzling and after realizing the vagueness and confusion that underlie our ordinary ideas.[20] After all, education is the process of acquiring knowledge through instructional teaching or study. As a philosopher seeks to find ways to answer questions about the educational process, she may be seeking ways to establish a system of principles that will be used in directing the educational process. Some questions that have to be satisfied in establishing principles may be: What is education? What is the relation between

---

[20] Joe Park, *Selected Reading in the Philosophy of Education* (New York: Macmillan Company, 1958), 3.

science and education? What is the process of selecting curriculum materials? What is instruction of religious faith justified in public education?[21]

As we go back to the period of Aristotle, education became an important subject because a number of educational questions had not been answered such as: What should be the character of public education? How should young people be educated? During this period, Aristotle pointed out that the questions were confusing or perplexing because it was unclear whether education should teach with intellectual or with moral virtue. Aristotle showed that there was no agreement on the questions of education. Some of the world's most philosophical writers have written about education as being a significant aspect of human endeavor.

Another well-known historical writer in the field of education is John Locke. His book was entitled *Some Thoughts Concerning Education.* As late as today, his book is still read by philosophers and historians of education. John Locke had a high respect for the development of the mind. While working on the development of the mind, Locke dealt with lying, trust in God, politeness, reading, memorizing, writing, drawing, foreign language, science, social science, method of study, and the art of teaching. Locke was an American philosopher who has been read by many American scholars and he wrote a lot on education and he coined the American educational cliché, "sound mind in a sound body."[22]

Jean Jacques Rousseau was born eight years after John Locke died. Rousseau became a renowned French writer and philosopher. He had a big influence on the

---

[21] Ibid., 4.

[22] Ibid., 5.

American educational system. His interest in education dealt with ideas on natural development of the child. It was Rousseau who developed the doctrine of natural goodness in its most attractive form. The theory proposed that, in a natural state, children could be counted on to develop natural virtues.[23] Dewey is another philosopher who worked closely to Rousseau. Dewey asserted that education fails when it neglects school as a form of community life. To succeed in teaching respect and responsibility, teachers must make the development of a classroom moral community a central objective. Children learn morality by living it. They need to be community to interact, form relationships, work out problems, grow as a group, and learn directly from their first-hand social experience lessons about fair play, cooperation, forgiveness, and respect for the worth and dignity of every individual.[24] These two men's writing had a big impact on the course of American education and also they help to explain the American contemporary educational theory and practice.[25]

Education is as old as the human consciousness. Many great philosophers and thinkers of history have given their time and attention to it. Plato, Aristotle, Augustine, Alcuin, Aquinas, Eramus, Luther, Calvin, Comenius, Locke, Rousseau, Kant, Pestalozzi, Hegel, Herbart, Marx, Whitehead, and Dewey all have ownership in the contributions of education. Each historian has his own niche carved in education which means to lead out.[26]

---

[23] Kilpatrick, *Why Johnny Can't Tell Right from Wrong*, 103-104.

[24] Lickona, *Educating for Character*, 90.

[25] Park, *Selected Reading in The Philosophy of Education*, 5.

[26] Thomas Groome, *Christian Religious Education* (San Francisco, CA: Harper Collins Publishers, 1980), 5.

Education can be historically traced back to the time when people began to wonder about the nature of education. Plato stated that one's vision for the learner's future is what most determines how one educates.[27] We educate so that everyone can have a future. When this is properly expressed in educational activity, the future then can be seen rising from the heritage of the past and the creativity of the present with newness beyond the past or present.[28]

Education of Youth

Education is essentially a social and individual activity.[29] According to Gremin, education is defined as the deliberate, systemic, and sustained effort to transmit, evoke, or acquire knowledge, attitudes, values, skills, or sensibilities, as well as any outcomes of that effort.[30] There is much discussion about education today. According to Park, men, created by God in His image and likeness and destined for Him who is infinite perfection, realize today the insufficiency of earthly goods to produce true happiness either for the individual or for the nations.[31] This means that they can feel an impulse of perfection implanted in themselves by God. This impulse may mean to look for perfection through the means of education.

According to Park, since God has revealed Himself to us in the Person of His Only Begotten Son, who alone "is the way, the truth and the life," there can be no ideally

---

[27] Ibid., 9.

[28] Ibid.

[29] Ibid., 301.

[30] Ibid., 5.

[31] Ibid., 300.

perfect education which is not Christian Education.[32] The supreme importance of Christian education is not only for the individual person, but it is also for families and for the entire human society, and the perfection comes from the perfections of which it is made. Christian education's main function is to secure the Supreme Good, which is God, for the well-being of human society and for those who are being educated. It is a right as well as a duty of the church to watch over the entire education of her children, in all institutions, public or private, not only in religious instructions, but in every other branch of learning where religion and morality are concerned.[33]

Groome states that Christian religious education, like all education, is a complex enterprise, and no description of it will ever be exhaustive. As it may be carried out in a historical context, Christian religious education is a political activity with pilgrims in time that deliberately and intentionally attends with them to the activity of God in our present, to the Story of the Christian faith community, and to the Vision of God's Kingdom, the seeds of which are already among us.[34]

Parents and Teachers

Parents and teachers are another important component to the historical foundation of this paper. The Church's mission of education is in harmonious agreement with that of family, for both come from God. Park states that God directly communicates to the family in the natural order. The child is naturally something of the father, so by natural right, the child is under the father's care. It would be contrary to the norm if the child is taken away

---

[32] Ibid.

[33] Ibid., 305.

[34] Ibid., 25.

before the use of reason. Martin Luther's view as a parent was that the man was the head of the wife because he was created first. He felt that the wife was to love him and give him honor and obedience. He felt that the mother could do more for the children than he could. He believed that the children, church and the kitchen are the province of women and that women should stay at home. Martin Luther felt that children are subject to parents and especially to the father who exercises authority in the household as does the magistrate in the state.[35] Luther felt that disrespect for parents is a breach of the Ten Commandments and he put God in a lot of his disciplining the children.

Martin Luther set the whole institution of marriage within the framework of family relationships. After Martin Luther was married, he began to portray marriage as a school of character.

Family/Education's Problems

There was a rise of female heads of household in the eighties and nineties. With proper education and training, a family could experience a sense of hope and economic advantages. When society focuses on single parent, female-headed household, particularly in the inner city, it sees a despairing situation that offers little hope. It sees women struggling to provide for their families while at the same time experiencing loneliness, isolation, and depression.[36] There are many reasons not to commit to marriage and family. One is that the men and women typically drift in and out of relationships. In these

---

[35] Roland H. Bainton, *A Life of Martin Luther-Here I Stand* (New York: Meridan Books, 1995), 233.

[36] Ibid.

situations, the children suffer the most. They are caught in the middle of a continuing cycle of poverty, isolation, and alienation with little hope of advancement or being successful.

Many students today are facing many negative adversities due to economics and politics. They are directly and indirectly affected; some more so than other. This pattern has been the educational "yo-yo" for so long. The writer sometimes wonders if it is ever going to come to an end. As a collective body, we need to stand and give children the best possible education and work on the barriers that are causing the breakdown. Children are coming to school with no interest or desire to be there. Parental support is not where it should be in the larger sense. Teachers are not willing to go that "extra mile" to do what needs to be done to help solve some of the situations we can fix.

Good teachers become better teachers when they are thoroughly prepared to teach; when they possess the intellectual and moral qualifications of the field of education, and when a pure and holy love is shown to the students.

Parker J. Palmer states that teachers who address education openly and honestly, alone and together, can serve our students more faithfully, enhance our own well-being, make common cause with colleagues, and help education bring more light and life to the world.[37]

According to Carter G. Woodson, we have very few teachers because most of those with whom we are afflicted know nothing about the children whom they teach or about their parents who influence the pupils more than the teachers themselves.[38]

---

[37] Parker J. Palmer, *The Courage to Teach*, 7.

[38] Carter G. Woodson, *The Mis-Education of the Negro* (San Francisco, CA: The Associate Publishers, 1993), 145.

Conclusion

In closing, education is a tool, an instrument, first in the hands of the parents and then in the hands of society. We must continue to strive to find out what is causing the high degree of apathy with the educational system today. The writer mentioned how much had to be overcome and the obstacles presented to obtain an education. Today, there is so much taken for granted and the zeal of education is not as great and warranted as before. Problems with our students, parents, teachers, and community are very visible. The writer would like to focus on one aspect of it since much of my time context is in the school. We must continue to study our history to find out the root causes of our children not doing as well as they should in school. We must continue to research history to find solutions to bring about a positive change and approach in strengthening the educational system. We must do all in our power to correct the ills of society with the use of spiritual values through character education as one of the solutions by working inclusively. In all that is done in building inclusivity in this project, God will be in the midst of it all. He is the answer to all of the problems that we are witnessing. We need to give Him a chance to redeem us from the mistakes that we have made along the way. If we trust and obey, this project will serve its purpose for all.

CHAPTER FOUR

METHOODOLOGY

The project, "Integrating Spiritual Values and Character-Based Education in a Middle School Setting," was in Radcliff Middle School. It was granted permission to test by the mentors and peer group at United Theological Seminary. The Context Associates and Professional Associates were contacted by letter to ask them to work with the writer on this project. After a week, the writer called the contacts who did not respond as requested in the letter. The writer met with the Context Associates to explain the project and the test items on the Spiritual Values Test Through Character Education as something that the members can embrace for us. The writer met with the Context Associates initially before the implementation of the project and met regularly thereafter to be informed on the project's methodology. The writer then met with the teachers who volunteered to work in the project. The project allowed the writer and the teachers to work with students in grades six and eight because they are lacking positive behavioral skills and low Proficiency Test scores. Also, these were the two grade levels in the building taking the test when this project started in the fall of 2001. The objective of this project was to teach spiritual values through character education to improve the students' quality of life. The methodology included Pre/Post Tests of Spiritual Values, Individualized Achievement Tests and consultations with parents and teachers. The evaluation of the project was based on the qualitative results of the Pre/Post Spiritual Values Test (Appendix J), the Pre/Post Individualized Achievement Test, and parent and teacher feedback.

From a population of eighty students in grades six and eight, twenty students were selected by a random sampling. The student's names were pulled from a bag that contained the names of the eighty students. There were some students who displayed behavior problems and all of the students had below Proficiency Test scores. From reading the research, the Spiritual Values are synonymous to character traits, core values, and virtues. The writer is using spiritual values integrated through character-based education.

Permission for the project was obtained from the superintendent of the Jefferson Township Schools and the Radcliff Middle School principal. A letter with a permission form attached was sent to parents informing them of the project (Appendix K). When the letters were returned, the project started with administering pre-tests in spiritual values and achievement tests the week before the first week.

Words such as honesty, trustworthiness, respect, responsibility, compassion, fairness, and citizenship were used in teaching spiritual values. These values were taught over a four-week period on Monday evenings for an hour with the help of teachers and the writer. The spiritual values were taught from lesson plans using dramatizations, reading books, and stories highlighting particular value words, using music, using the word in the "Word of the Week" weekly activity and group discussions to better understand what the words meant. An Individualized Diagnostic Achievement Test-Second Edition was administered to each student at the beginning of the four week class to find out what the weak areas were and what grade level the students were working on. The test results gave an indication of skills that needed to be taught and also the level of the academic skills to be taught. A post-test of the spiritual values and achievement test were administered to find out how much growth has been accomplished. (Appendix L). There were

consultations with students, teachers and parents to see how much positive change had been made from the spiritual values training, tutoring, and teaching. (Appendix M)

Students that demonstrated negative attitudes or emotions benefited from the Spiritual Values Training. Attitudes caused many problems. Without the training, student behavior can become a deterrent to learning and eventually lead to the problems of violence that we are now experiencing with our Juvenile Justice System and the Penal Institutions. With the Spiritual Values Training; the students were suggested to begin an empowerment that would promote a healthy awareness of self-esteem, recognition of personal responsibilities, character development and self-discipline. Eventually, it was suggested that test scores improved as a result of the training.

The Professional Associates were informed about what was being done in the project through letters, phone calls and rough drafts. The writer used the Professional Associates and mentors to read the documents and offer suggestions/feedback on how to improve the project. The Context Associates also gave verbal feedback to the project during the meetings.

Qualitative research results were used to make a comparison of the two test items; pretests, and post-tests of the Spiritual Values of the Individualized Diagnostic Achievement Test. It was related from the parent's consultations that they noticed positive changes at home with their children's mannerisms. They noticed that their children would do their homework without being asked. They noticed that their children wanted to be involved in the after-school project. The parents also noted improvements in the children's behaviors and academics. They noticed the changes that were being made in the four-week period. They were positive. According to the results of the teachers' consultations,

positive changes were noted. They noticed that the students wanted to be there because they were focused and they expressed a willingness to be helped.

The teachers felt that this was a very worthwhile project because it helped the student' academic and behavioral skills. At the end of the four-week period, the teachers felt that the after-school project should continue because it was good for the students. They felt that the project should continue because it was good for the students to get individualized instruction on skills that needed reinforcement. The day and time of the project was good for the teachers. They felt that this project was a good prelude leading up to the time for proficiency test. The results of the students' consultations were almost the same as the teachers and parents. The students felt that they could get individualized help to better understand their weak areas in their academics. They also expressed growth in their behaviors with this project. The students did not want this project to end. One student related that he was allowed to express himself orally whereas if he were in class he would not be confident enough to express himself. The students felt that there should be an extra day of the after-school project added. Students felt that the teachers really cared about them in this project. The students felt that the teachers made them feel comfortable.

After administering the pre and post-tests of the Individualized Test, data was compared and explained in a format showing grade levels for Reading, Writing, Spelling and Mathematics Computation. There was a code given each student for the Achievement Tests and numerals for the ten questions Spiritual Values Test. The students were coded so that they would not be identified. An example for test coding was: SA = Strongly Agree; A = Agree; D= Disagree, and SD = Strongly Disagree, and Blank for no responses. A spreadsheet of test data was devised to show the pre-tests and post-tests.

Lesson Plans for the subject areas and Spiritual Values through Character Education were printed for the After-School Program (Appendix O). The test results indicated the skills that needed to be taught and developed. Also, the spiritual values were developed in aligning the Lesson Plans for the four-week period.

The project was conducted in the context of the middle school rather than the church because the writer works in a middle school setting. The writher saw the need for a project to impact students who were expressing pain due to problems that they can't fix by themselves. As it has been said, the church is within the heart of a person. Church is when you can become disciples and go out from the church into the world to spread the good news of God. The good news in this project was done with the premise of taking what God had in mind and putting that mindset into practice and action. The writer saw a need to have this project happen in the school setting because there needs to be a spiritual transformation in the area of students making good decisions that would enhance their quality of life and also help them do well in school academically and behaviorally. Many times you hear the negative connotations of how students are in the schools. You hear that the youth do not have the right skills to reach their highest potential because of things in their life or the lack of things in their life that prohibit it from happening. Students have to be nurtured in such a fashion so they can come to the realization of finding out "who they are and whose they are" and leave behind the unnecessary baggage of negativism. It is difficult to retain a negative self-image and at the same time forge ahead successfully.[1] The writer sees this as a main factor in working with students in this setting. If we know that there is a quest to do God's will in His chosen place and we do not do it, then, the work

---

[1] June, *The Black Family,* 132.

to be done becomes compounded and unfinished. Students are too precious to be left behind and we need to focus on what is needed to be done for them. They need to see love expressed and modeled in their lives. They need to have caring and devoted parents to nurture them by undergirding faith, hope, trust, self-esteem, and all other values that are transmitted by love.[2] The students need to see this in action. It is so easy for us to say that it should be done this way, but if we cannot put it into practical applications, then words are like that of a loud "clanging cymbal." This is seen so often on the screens of television sets and in the print media. Unconditional love should be expressed and there should be no roadblocks denying this to the students. If you take a look at a child at school, you might not see many telltale signs of these needs, but the minute you start to take some time with them, you will see a new receptiveness and eventually a new transformed person will emerge.

The writer's passion is working for the betterment of students; to bring the best out in them so that their light may shine and one-day shine for someone else who might be where they are, now. There must be reciprocal challenges in the lives of students, parents, and the community for the challenges of change and success.

With so much riding on the progress of students in the schools, the project of Integrating Spiritual Values through a Character Education would work for those selected for the project and later on, replicate the project for other students. With the change of time, social conditions have changed for the students in schools, today. Before starting the project, there was a breakdown in the value system and a lack of reverence for the value system. It is not the same as it once was. The old standards and behavioral standards are

---

[2] Ibid., 132.

not the same. Families today are not as concerned with family values as they should be, but are more concerned with worldly material things, instead. The spiritual values are more or less devalued in terms of putting them into practice so that they may be the basis of a good solid foundation. With the lack of spiritual values and core values, teaching students to do well in school and achieve to their maximum capacity is counter-productive. The project was developed to work mainly with students who were not achieving academically and behaviorally. This project focused on integrating spiritual values through character education in the middle school setting. The students in grades six and eight lacked either behavioral skills and/or low proficiency test scores. The objective of this project was to teach spiritual values through character education to improve the students' quality of life.

Implementation of the Project

The African Proverb states that *it takes a village to raise a child.* This part of the project will list things leading to the implementation and conclusion in a step-by-step format. As the writer prepared to implement this project, a number of Professional Associates and Context Associates were contacted by mail. They were added to the project with their areas of expertise. These people have worked on this project to help raise the level of consciousness for the students at Radcliff Middle School. Through involvement with the Professional and Context Associates, the writer experienced many constructive interactions that may occur during the action implementation of the project.

Who Are They?

The Professional Associates and their level of expertise that worked on this project are listed below:

- A Professor of Education at the University of Dayton offered skills and resources in the area of Education Administration and Education leadership. His expertise was utilized in integrating the project.
- A Psychologist at Wright State University offered his resources and professional expertise to consult and used his valued-based psychological approach towards the implementation of the project.
- A retired Administrator and college instructor offered his expertise in the area of Character Education, administration, and supervision in the progress of this special project. He provided valuable resources, procedures, methodology, and educational policies beneficial to the project.
- A Curriculum Specialist from Trotwood, Ohio, offered her resources and professional expertise in education consultation, leadership, and curriculum. Her expertise in Pastoral Supervision and Staff Development was utilized in the implementation process of the project.

The Context Associates were carefully selected to be used in a helpful consultative way. They are a team of members who are engaged in the process of guiding the project. The Context Associates and their level of expertise working on the project included the following persons:

- A retired teacher from the Dayton Public School District.

- Two Jefferson Township School Board members, one of which has a child in the district.
- A professor from Wilberforce University who is reinforcing Character Education at the university level. He is also a retiree from the Dayton Public School District.
- A CME pastor and a United Methodist Associate pastor; a retired Dayton Public school teacher and is currently on staff at Wilberforce University.
- An AME Associate Pastor and Coordinator of the Ohio State Young Scholar's Program.
- A secretary of the context's site.
- A Mathematics teacher of the context's site.
- An Art teacher of the context's site.
- Three students of the school district
- An Administrator in the Middletown, Ohio School District
- A Director at a Community Center with a Youth Serving Agency component.

The writer met with the Professional Associates once and the Context Associates four times in a planning meeting. The abstract and the methodology of the project were critiqued. Valuable feedback was given to the writer. After this meeting, the writer drafted permission letters to be sent out to the students who would be participating in the project. Twenty students were selected and twenty letters asking permission for the students to participate were sent out. The students were to bring them back to school on January 6, 2003.

On Monday, January 6, 2003, registration for the after-school tutoring and teaching of the project took place. An introduction was given and at 3:30 p.m. A Spiritual

Values Pre-Test was administered to the participants. Also on this day, there were five teachers and three high school assistants that administered the Pre-Test for the Academic areas of Story Comprehension, Math Computation, Writing, and Spelling. The writer of this project created the test since a Standardized Test on Spiritual Values could not be found. An example of one of the test questions is given below with the directions: Directions: Put an "X: on the line that states your choice:

1) Honest is an important spiritual value to be modeled by students to help them and others in school and other places.

The Context Associates met on January 4, 2003, after receiving a letter from the writer informing them of a meeting to discuss the project. The Spiritual Values items of the Pre and Post-Test were discussed and some areas were revised. This was the second meeting of the Context Associates. The remaining meetings were held to refine the project.

The Spiritual Values through Character Education words to be taught are *honesty, trustworthiness, respect, responsibility, compassion, fairness,* and *citizenship.* These words were included in the Spiritual Values Pre-Test.

Preparation Day

Administering of Pre-Tests

There was time set aside for a Moment of Silence before the testing got underway. Registration took place at 3:35 p.m. The students were given pencils and their test packs. The directions were read to them. When the Spiritual Values Tests were completed, a Diagnostic Achievement Test, Second Edition Pre-Test was administered by the teachers and high school assistants. Two parts of this test, Story Comprehension and Spelling had

to be individually administered to the students. The five teachers are certified teachers working within the school's context. The three high school students graduated from eighth grade in June of 2002. They are doing well academically and socially and they are looked up to by the twenty students selected to take part in this project. They served as proctors or teacher assistants in the after-school teaching and tutoring program. The three remaining subtests were administered in small groups of three to four students per group. The pre-tests were administered to the students to find out what grade level the students were working at and also to find out in what skills the students showed weaknesses. This gave the teachers an idea where to focus their lessons. One of the Context Associates worked in the Mathematics area with the students. The first week of the project basically was for Pre-testing purposes.

Week One

The actual teaching and tutoring took place on this date, January 13, 2003. Lesson plans were written for:

- Spiritual Values and Character Education – Week One on *Compassion*,
- Mathematics; Week One on Fractions with Mixed Numbers, and
- Language Arts; Story Comprehension on three short biographies of Dr. Ralph Bunche, Thurgood Marshall, and Constance Motley highlighting *fairness*.

See the Appendix O for an example of the Lesson Plans for Week One. There were Lesson Plans for the Spiritual Values/Character Education Class, Language Arts, and Mathematics. Each of Week One Lesson Plans included the areas that indicated weaknesses on the Pre-tests.

The last five minutes of the class were used for evaluations with the students while they were served refreshments of punch and pretzels. The students were released to their parent/guardians after the session. Walkers walked home.

Week Two

Telephone calls to the parents/guardians and students were done on Sunday evening of January 19th and the announcements were made during the morning and evenings to remind the students of the after school teaching and tutoring.

Registration was done at 3:30 p.m., Tuesday, January 21, 2003. There was recognition for a moment of silence before the session started. This session was held on Tuesday due to the Dr. Martin Luther King Jr. Holiday whereby the school was closed.

The students were taught for the first half of the session on Spiritual Values Character Education highlighting the values of: *Respect* (Attitudes) and *Citizenship*. As the writer received feedback at the last peer group meeting, it was suggested that attitudes played a role in the problem of low-test scores and the lack of behavioral skills. Today, attitudes were addressed as a cause to the problem. There was discussion on the effects of negative attitudes that "go against the grain" in the American society. [It was discussed in the peer session that negative attitudes prevent people from working genuinely and diligently with students because they do not know what to expect of the youth.] The group felt that this value should be worked on in the lessons. This word was worked on with the spiritual value of *respect*. It was found through discussion with the students that once negative attitudes are changed to positive ones, then students would be open to make positive choices for themselves.

Week Two Lesson Plans were very detailed and held the students' attention. The students were very anxious to be involved and they welcomed the opportunity to express themselves within the frame and theme of Spiritual Values and Character Traits listed for today. The Language Arts Lesson Plans dealt with literature using stories highlighting *honesty* and *responsibility*. The Mathematics Lesson Plans were on the use of Improper Fractions. This was another area of weakness on the Diagnostic Achievement Test. See Lesson Plans for Week Two in Appendix O.

Week Three - Monday, January 27, 2003

The registration was completed. There was a "moment of silence" by everyone before the actual instruction started. The Spiritual Values/Character Traits for this day were *fairness* and *trustworthiness*. The Mathematics Lesson Plan was used to work with the students on adding and subtracting, fractions with unlike denominators. This was another area that showed a sign of weakness of the Diagnostic Achievement Test. This week's lessons plans were followed. The Language Arts Lesson Plans for this week on comprehension skills were on the short biographies of Gwendolyn Brooks, Dr. Benjamin E. Mayes, and Ed Bradley. The students were engaged during the entire period. Evaluations were done. Students had a chance to tell how they felt using *fairness* and *trustworthiness*. Pop and chips were served to the students during the last five minutes before dismissal. The parents or guardians picked up their children. The students who are walkers walked home.

Today, there were two students who had to withdraw. One student moved out of the district and another student's parent had a job shift change. This left the group with

eighteen students. Before each class, telephone calls were made and announcements were made in the mornings and evenings to inform the participants and parents.

Week Four

There were announcements made in the morning and evening announcing the teaching and tutoring session. The students gathered and registration was completed. A "moment of silence" was observed by all. The Spiritual Values/Character Education Lesson Plans was for February 3, 2003. The Spiritual Values and Character-Based Education lesson was taught on *Compassion*. A literary story encompassing the word compassion was highlighted.

The Mathematics Lesson Plans were taught on finding a percent of a number. Activities were brought to life in this class. An evaluation of this class was done. Homework was assigned to include the parents and guardians.

Project Wrap-Up

Post-Test and a Positive Overview

Students were given Post-tests using the test items used for the Pre-tests. The same format was used at this level of the project. Spiritual Values and the Diagnostic Achievement Battery-Second Edition (DAB-2)were used. The Story Comprehension and the Spelling were again individually administered. The Writing and Mathematics Computation Subtests were administered in small groups of three to four students with the five teachers. The high school students served as proctors and teacher assistants.

This was the last day of the project. Students did not want this project to end. Parents and teachers were asked what improvements were noticed in their children (Appendices N).

The Post-tests were graded and compared to the Pretest. (See the results on a Spreadsheet in Appendix L.) During this brief period of working with the students, results from the tests and consultations have proven that results have been made. The students were empowered to discuss strategies and build upon the spiritual values and character education to make life choices.

In addition to the lessons and activities that went with the spiritual values through character education, students participated in the "Word of the Week" school-wide each week. The word was displayed on the front hallway of the school with the definition, suggested books to read highlighting the word, and the word used in a sentence. There was also the use of scenarios to better understand what the words meant in the sessions. Four students each week would put the "Word of the Week" on the outside marquee to inform the parents and community each Monday. Students were selected to read the "Word of the Week" on the Public Address System (PA) daily during morning announcements.

Discussions took place and dealt with moral aspects of lyrics in some music, some television shows and some printed publications. The students discussed how spiritual values and character-based education could be applied to everyday life in a positive manner. The moral aspect of the discussion and what it does for a person's soul was also discussed during the planned lessons.

CHAPTER FIVE

FIELD EXPERIENCE

> The primary business of school is to train children in cooperative and mutuality helpful living; to foster in them the consciousness of mutual independence.
>
> John Dewey (1899)

On Monday, January 6, 2003, a Pre-test that included the spiritual values and character traits to be taught during the four week period of time after school was administered to the students participating in the project. The writer created this test since a Standardized Test on Spiritual Values could not be found.

Directions: Put an "X" on the line that states your choice:

1) *Honesty is an important spiritual value to be modeled by students to help them and others in school and other places.*

_____ strongly agree _____ agree _____ disagree _____strongly disagree

Words such as *honesty*, *trustworthiness*, *respect*, *responsibility*, *compassion*, *fairness*, and *citizenship* were used in teaching spiritual value Pre-test. The students were given pencils and the directions were read to them. When they finished the test, it was taken up by the teachers who were helping in the after-school tutoring and teaching. It was explained to the class that they would take a Post-test at the end of the four-week period of working with them. The same pre-test items were posed on the Post-test. After the spiritual values pre-test was completed, a Diagnostic Achievement Test, Second Edition Pre-test was administered to the students to find out what grade level the students

were on and also to find out what skills they were weak in. The students were tested in the areas of Story Comprehension, Spelling, Writing, and Mathematics. The achievement test was administered individually by four other certified teachers in the building along with the writer.

The Process

There were five teachers who participated in the after-school programs: a seventh and eighth grade Mathematics teacher and Context Associate, a fifth grade Language Arts teacher, a sixth grade Science teacher, a seventh and eighth grade Social Studies teacher, and the writer. In addition, a seventh and eighth grade Mathematics/Language Arts Special Education teacher participated in the teaching and tutoring each Monday afternoon.

In addition to the certified staff, there were three youth Context Associates who assisted the teachers by acting as proctors during the testing. The after-school teaching and tutoring of the spiritual values sessions was planned so that each teacher worked with four to five students. Students remained after school and their parents would pick them up from school or the students who stayed close to the school would walk home.

Out of the twenty students who were selected to participate in the program there were eighteen, on an average, to come on Monday afternoons for tutoring. There was one student who moved out of the district and the parents of another student experienced a job shift change, which caused an inconvenience to have to wait an hour until the tutoring was over. This occurred two weeks into the program. Replacement students were not selected because of the time. The team of teachers in the after-school project thought it was best to

do it that way. The lesson plans were used to guide the project by the writer who taught this section of the project.

The academic areas of weaknesses were shown in Story Comprehension skills, Spelling skills, Writing skills, and Mathematic skills. Each week there were lessons built around areas of weakness in the listed subjects. In addition to working with the academics, there were group discussions with the students who had a chance to actually talk among themselves on the seven spiritual values. These values were listed previously in this document. While working on the spiritual values of respect, attitudes, and fairness, music was played that incorporated the listed values. Words with the music were picked out and discussed. There was discussion on not listening to exploitative lyrics in music and that of media characters that promote negative connotations and not the moral aspect and responsibilities to each other. There were discussions that dealt with moral aspects and what it says to a person's soul. The students discussed how the words could or could not be applied to their everyday lives.

The "Word of the Week" (Appendix P) was used school-wide each week, where the word for that particular week was posted on the main hallway bulletin board with a definition, suggested books to read highlighting the word, and the word used in a sentence. Scenarios were used to better understand what the words meant. There were four students that would put the word of the week on the outside marquee to inform the parents and community each Monday. Students were selected to read the "Word of the Week" on the Public Address System (PA) daily during morning announcements.

The teaching and tutoring sessions began at 3:20 p.m. and would end at 4:40 p.m. Registration was done to keep a record of who attended. A snack would be served at 4:25 p.m. to the students just before they would be released. During these five minutes,

students would wrap up all work completed. Incomplete work was to be completed and brought in on the following Monday.

Methodology of the project also included consultations with teachers and parents that showed a positive change was made from the spiritual values training, tutoring, and teaching. The parents were contacted when they picked up their children, by letter, and by telephone calls. They also gave their feedback by using a parental consultation form provided by the writer.

This project was chosen because of low-test scores and a lack of behavioral skills. As the writer was getting feedback in the last peer group session, one of the peers mentioned that attitudes played a role in the problem of low-test scores and lack of behavioral skills. At this time, attitudes were addressed as a cause of the problem. The negative attitudes encompass so many of the things that kept students from making the necessary progress that would be made if the negative attitudes were not present. Negative attitudes go against the grain in the American society. Once the negative attitudes can be changed, then students would be open to make good positive choices where their welfare will be at stake. Negative attitudes prevent people who want to help from working genuinely and diligently with students who portray a negative frame of reference. This was one of the words that was worked on during the teaching and tutoring after-school sessions.

During the lesson on attitudes, students got a chance to dialogue with one another to discuss the effects of attitudes in their life. Students really volunteered to talk about encountering problems with attitudes. The students were allowed to become empowered through discussion by the teachers to come up with strategies to disengage the realities of negative attitudes.

According to Rusnak, facilitating student's development requires viewing students as persons and as learners through the student's reflective language as well as their products because the students are the major participants in their experience. The dialectic, or investigation of truths by systematic meaning, between the initiation of tasks and the ultimate results belongs to the students. The meaning that is generated in the dialectic is the true matter of education because meaning expresses notions about capability, perceptions value orientation, problem-solving approaches, and the like.[1] The students and teachers were empowered to construct meaning through their discussions to get a clear meaning of the lesson on attitudes as well as the other identified spiritual values.

The field experience was the part of the project that really challenged the writer. The writer had to interface with the Context Associates to get their opinions and direction of the project. This phase of the project included communication opportunities with the principal, staff members, students, and parents. This was very important to develop at the onset of the field experience portion of the project because it provided objectivity to the project and without them, the project would not have turned out as successful as it did. A lot about the effectiveness of the teachers and students that participated in the project was learned through the buy-in or ownership of the project.

Once the permission forms were returned, the first session of a four-week period started on January 6, 2003. Students in grade six will take the sixth grade proficiency test in March 2003, and the students in the eighth grade will be the first class of students to take the Ohio Proficiency Test, a new test, when they become tenth graders. This decision is in accordance to the Ohio Department of Education. When this project was initiated in

---

[1] Timothy Rusnak, *An Integrated Approach to Character Education* (Thousand Oaks, CA: Corwin Press, Inc., 1998), 109.

2001, the eighth graders were taking the eighth grade proficiency test. As of 2003, the eight graders will not take this test until they become tenth graders. This was why the sixth and eighth graders were used and tested for this project. The writer wanted the sixth and eighth graders to increase their academic skills in Language Arts and Mathematics and improve their behavioral skills using spiritual values and the core values of *honesty*, *trustworthiness*, *fairness*, *compassion*, *respect*, *responsibility*, and *citizenship*. The fifth and seventh graders were not administered the proficiency test and this was the reason the fifth and seventh graders were not tested in this project.

Project's Plans

Plans were made to teach the students on Monday after school for four weeks from 3:30 – 4:30 p.m. Teachers were contacted and five teachers volunteered to stay after school to teach in the areas of Language Arts and Mathematics. The writer was to teach spiritual values and character-based education using lessons on the words mentioned above before the academic testing of Language Arts and Mathematics. The achievement test results revealed that the students needed reinforcement in comprehension skills in Reading; writing passages with a beginning, middle, and end; spelling words from sentence dictation; and fractions an percentages in Mathematics. The teachers now had a base in which to start their instruction with the group of students they were working with. After the four weeks, a post-test for the academic areas and spiritual values were administered. The analysis between the two tests was printed on a spreadsheet to show what progress was made. The test results showed academic progress and the students demonstrated an increase in their behavior skills.

The project produced a creative learning environment and supportive base for the students to feel comfortable and supported. As the students worked on the spiritual values through character education as an important component in the project, the quality of their behavior skills began to develop. The presence of moral understanding began to improve and the conversation of qualities of character began to take form through their actions and discussions. This was evident by their conduct in the classroom. Following the old adage, "*Nothing succeeds like success*" holds true for the teachers as well as students.[2] By encouraging shared visions in decision making, the Context Associates and Professional Associates sponsored group participation in the planning and took some responsibility for important decisions to validate the project's goals. The spiritual values through character-based education were sponsored by the group and the writer.

As the planning of the after-school teaching and tutoring went into effect, the spirit of the students and teachers began to show a spiritual transformation. The students and teacher began to feel a part of change that was happening in their school. Pride was beginning to rise up and out of the teachers and students. A community of caring for one another was evident in the actions of students and teachers. Family members became involved by allowing their children to stay and this was a very important and a critical part of the involvement in the project. The writer felt pride of the project because of the many positive comments in support of the project.

The Change as a Result of the Project

During the four weeks in working on this project the selected students began to change behaviorally as well as academically. It was evident through fewer behavioral

---

[2] Ibid., 113.

reports and through an increase in their academic performance as noted by their teachers and parents. All of the students selected did not have behavioral problems, but they all had problems with low-test scores. They began to think and behave with the values they had been taught during the four-week period. The academic test scores in the areas of *Story Comprehension, Writing, Spelling, and Mathematics Computation* suggested academic gains. Also, the spreadsheet of test results shows the breakdown of gender and grade level. (Appendix L).

The hypothesis of the project indicated that the students made academic and behavioral gains as they used moral character and spiritual values to grow and develop into young productive men and women. The pre-test and post-test results suggested some gains.

The writer would like to see all grade levels at Radcliff Middle School, fifth through eighth, represented in the future in a project like this one because all students will eventually take the Ohio Proficiency Tests. It is suggested that this will prepare them when it is time for them to take the required tests. The writer would like for all grade levels to take the spiritual values through character education training because it would help students make the right choices between what is good and bad as they prepare themselves as lifelong learners.

CHAPTER SIX

REFLECTIONS, SUMMARY, AND CONCLUSION

This project has been an adventure and a learning opportunity for the writer. It was done in a public middle school setting, where one experiences many different scenarios in the field of education, with the students and the school. There you may experience different personalities, attitudes, and different degrees of learning, which is a gradual process of acquiring knowledge. [This project has shown me that teaching is a ministry of caring and love. It is a true commitment that one has to undertake. This ministry is in the saving business of the soul. The teachers, parents, guardians, and community are out on the "front lines" saving our students from destruction.] This project has been an indication of this statement. This project has revealed to the writer that integrating spiritual values and character into a school, especially at the middle school level is crucial and very much needed if we are about the saving business. The writer feels that this project was important because the Professional Associates, Context Associates, students, parents, guardians, teachers, and community came together to support it. They are all educators in their own right and they have the same goals as the average person when it comes to providing the best education that a student could possibly obtain. Students face so many problems; some of their own doing and then there are those that are not their own. This might be inherited in a sense. The middle school students are at the threshold of becoming young adults. They have to be taught how to think analytically, learn, and demonstrate an act of empathy for themselves and others. They feel that integrating spiritual values and character

education in the middle school is a must where the students learned to work on key values such as *honesty, respect, trustworthiness, fairness, compassion, responsibility,* and *citizenship.*

Attitudes were worked on in the project with the seven spiritual values mentioned above. It was mentioned that the spirit of attitudes encompasses a lot of things and is a big factor that determines whether a student will be successful or not. Attitude is a factor that signals help is needed. When a teacher deals with a student's negative attitudes or behaviors, spiritual values and character education seemed to be a valuable support system that allows a student to evaluate cause and effect of the problem. This project allowed students to talk, express their feelings, and work through issues. One male eighth grade student gave his testimony that "this project was the best." He related to the group that he was allowed to actually tell how he felt about issues whereas he would not have been able to open up and discuss it in class. This was a point in the project for the students and teachers to feel good about the effort of helping where it's needed. The students would brainstorm to form strategies for solving the cause of an effect. Another student suggested that in his old school that he was "considered a behavioral student." The student stated that, "The teachers in Radcliff Middle School make a student feel comfortable and needed." The project was a turning point for this student whereas he stated that, "The teachers actually took time to make sure that you understood what was being taught." Sometimes when students talk, a person never knows what is going to be expressed. These testimonies touched the writer in an assuring way such that the writer knew things were going to work out positively for the students. Listening and reading the student's comments allowed the writer to see the importance of the efforts that were made by everyone.

Parents were in agreement to the project. They gave permission for the students to participate in the after-school program and they would pick up their children after each session. Some parents would come in and observe while they waited for their children. Some parents were spoken to and they responded by stating that this project was good for their children. They noticed that their children's mannerisms at home were improving. They seemed to get along better with their siblings and they would get started on their homework before being told. The time of the day for this project was good for the parents and guardians. It allowed parents time to get from work to pick up their children. They asked if the students could have more days to remain after school for tutoring. There were parents, students, and teachers who wanted to continue with the project even after it was done. There were parents calling the school to see if their children could enroll in it after the four-week period. There were four additional teachers who remained after school to work on the project with the original four teachers. The principal offered to pay the teachers out of Title I funds who remained after-school to tutor. She told the writer to document the registration sheet and turn it into her so that the teachers would get paid. he teams of teachers were role models that the students looked up to and would work hard for. The principal was very supportive of this project and some parts of the project will be integrated in the curriculum this coming school year in the fall.

The Professional and Context Associates were very interested in this project. They would see the condition of the society every time they read the newspaper or every time they watched a televised news show. They felt committed to the project and have been supportive in giving feedback and suggestions about how to increase the project's effectiveness. The suggestions and feedback added volume to the project because it was noted that they want the best for the students. One of the Context Associates stated that

this is a project that they are proud to be a part of. They all basically echoed the same comments. Teaching in the after-school tutoring portion with the integration of spiritual values through character education of the project allowed the students more guided and individualized instruction. It allowed time on skills that were shown from the results of the Spiritual Values Test and the Diagnostic Achievement Battery. This project suggests that with the integration of spiritual values and character education, students' behavior and academics can improve. This project suggested academic gains for four weeks of working with the random sampling of eighteen out of the twenty originally selected students that went through the training process. The sixth through eighth grade female students suggested growth from +0.2-+0.4 points in Story comprehension with one student suggesting no progress of –1.5; +0.4-+1.0 points in Spelling with one student suggesting no progress; +0.4-+1.4 growth in Writing; and +0.3-+1.8 growth in Mathematics Computation and one student with a –0.5. The eighth grade male students suggested growth from +0.5 -+1.0 in Story Comprehension; +0.1-+0.7 growth in Spelling; +0.4 - +1.6 in Writing with one student suggesting no progress; and +0.4 - +1.0 in Mathematics Computation. The sixth grade male students suggested growth of a +0.2 - +0.6 in Story Comprehension; 0.2 – 0.5 growth was in Spelling with one student with no progress; and +0.4 – 0.9 points in Mathematics Computation with one student suggesting no progress. The students with no progress had the same Pre-test and Post-test scores, except for two students test scores suggest a higher score on the Pre-test as opposed to the Post-test scores. The writer suggests that if these few students suggest growth in such a short time span of four weeks using the academic results from the Diagnostic Achievement Battery-Second Edition and the Spiritual Values Tests, then more improvements would be made for more students during a longer period of time. The behavioral results were taken from

the results of consultations with parents, teachers, and using the results of the Pre-and Post Tests of Spiritual Values teaching. The results suggested some increase in the Pre-test and Post-test scores. There were blank spaces for the Disagree to the Strongly Agree for questions one, two, four, five, seven, eight, nine, and ten where the students did not respond. (Appendix M)

The writer feels that this project through test results and actually working with the students empowered them. When the integration of spiritual values through character education is used as a guide and given quality academic time; students will achieve and experience an empowerment that will promote a healthy awareness of self-esteem, recognition of personal responsibilities; character development, and self-discipline. The writer feels that it should be required that all staff members be trained to teach spiritual values through character-based education so that students will be able to grow to become self-supporting and productive citizens.

Personal Goals

Learn to listen effectively and not become sensitive to constructive criticisms.

The first meeting with the peer group was an awakening for the writer. This part of the program dealt with finding about you as a person. This is a point where your faith is tested. The writer was a little apprehensive with some of the ideas, but followed them nonetheless and this was a turning point in the right direction for the writer. An example was when the writer had to open up and become expressive in writing your innermost feelings about your life and struggles in the Spiritual Autobiography.

Increase your knowledge base of spiritual values and character education in the middle school.

In this phase of the project, the writer's ideas were worked on; numerous books were read and consulted on the topic along with ideas from the mentors and peer group. All of this helped to indicate our support of the idea that spiritual values through character-based education in the schools foster character, academic, and behavioral growth. It allows students to make good choices, as they become lifelong learners.

Understand and build theology in the project.

During the beginning of the program, the writer had to deal with theological concepts in the paper. The writer had to find out where God was in this project and where theology could be applied in the project. When this was done, the theological message could be taken into the world and shared with all. This part of the project became clearer as the theological and biblical foundations papers were written. It as revealed that God's presence was everywhere, especially in this project, as spiritual values through character-based education were worked on. When caring is exemplified in working with the students, the end results will be that of trust and faith.

Teachers who actualize the constructivist viewpoint empower themselves to empower their students. Empowered teachers promote character development, independence, self worth, decision-making, reflectivity, and collaboration. Most of all, teachers are in the best position to act as role models and colleagues in character development.[1] The writer agrees with Rusnak that the integrated approach of spiritual

---

[1] Timothy Rusnak, *An Integrated Approach to Character Education* (Thousand Oaks, CA: Corwin Press, Inc., 1998), 111.

values through character-based education will make all the difference in the way students think and act.

Uniqueness of Spiritual Values through Character-Based Education at Radcliff School and Other Schools

Radcliff Middle School is planning to implement Spiritual Values through Character-Based Education in the curriculum using and interdisciplinary approach. The writer is mentioning spiritual values because it is possible to teach spiritual values without getting into religion, keeping in mind separation of church and state. Spiritual values through character-based education were dealt with using core values of hand, head, and heart. The spiritual values that have already been listed are: *honesty, respect, compassion, responsibility, fairness, trustworthiness,* and *citizenship* that were used in the project. These will be taught across the curriculum. Time within the school day schedule will be set-aside for the lessons and activities for character education.

This Spiritual Values through Character-Based Education Program is unique to Radcliff in a sense because it has not been done school wide. Character education has been attempted, but not in a consistent manner as is should be. Parents and the community have to be involved so that there is ownership, involvement, and buy-in from all perspectives. The parents were informed in the implementation of the project through letters, phone calls, and evaluations. Some parents were involved as Context Associates. Also, the community was represented along with students and teachers who served as Context Associates and volunteered in the After-school Tutoring Program.

The writer has been in contact with administrators who have worked with Character-Based Education Programs in their schools to get some ideas of their successes.

I spoke with a teacher and principal at Allen School in Dayton, Ohio, to get some information for the Spiritual Values through Character Based Education for Radcliff Middle School's program. The model that Radcliff School used in the six-week testing was done is a way that showed positive results in negative behaviors and academic growth was noted through the Achievement Test used. The program is now held by the principal, students, teachers, parents and the community. A previous principal originated the program and it was in place and doing very well. It was an all-inclusive program. The principal and teacher that I spoke with were very helpful in telling the writer the highlights of their character education program. The reasons for their program were similar to that of the writer at Radcliff Middle School. The students demonstrated low-test scores on the Proficiency Test and the students showed behavioral problems. The writer saw what was happening to the students and the morale of the teachers. The project that the writer wanted to develop was a project that would address the issues that were seen at Radcliff School. The writer obtained permission from the superintendent and the principal before the project started. Permission for the project was granted. The writer, volunteer teachers, and students remained after school to work on the project.

Students really enjoyed the After-School Tutoring Program. The program was originally for four weeks, but two extra weeks were used for testing purposes. Students did not want the program to end so the program was continued for the sake of the students until three weeks before the close of school. Other parents heard about the program and wanted to sign their children up. The students were provided a snack at the end of the sessions. During this time, students got a chance to collaborate with other students in the group. This time of the day allowed students to relax and unwind. Stress was released as they got a chance to orally express their feelings. The teachers felt that this

was worth their while staying after school working with the students. Students showed an interest in their work and the negative behaviors in the afternoons did not surface during the time that the project was going on. The students were well behaved. Some of the parents that I spoke to stated that they really appreciated the after-school spiritual values through character education program. They have noticed that the students are reminding them to be picked up from the after-school program.

One of the parents bought treats for the students in the afternoon. Getting the parents and students interested emphasized the importance of a project of this nature.

Radcliff Middle School used the After-School Tutoring Program for the students to work on academic skills and spiritual values through character education in the lessons. The spiritual value words were announced on the Public Address System each morning with the value word's definition and a sentence using the word. There was a team of Special Education students who would display a new value word on the outside marquee. This was done during the time that the project was being worked on.

The program at Allen School was a well-known program that originated under the leadership of Rudolph Bernardo who was then the principal. He was the originator of this program and his values approach program was recognized by the state for its unprecedented accomplishments in academic achievements. The program was initiated in Allen School because it was a haven for apathy, violence, and poor academic achievement. It was one of the lowest academically ranked schools in the Dayton Public School System and held the dubious distinction of consistently having one of the highest absentee and expulsion rates. In January 1989, Rundolph Bernardo became the third principal of Allen School of the year, as the school seemed to be getting worse. The teachers, led by their new principal Rundolph Bernardo, went to work. They developed their own character

education program to infuse the notion of values and good citizenship in every school program. They announced a "value of the week" and the teachers would gear their lessons to that value. Responsibility, respect, cooperation, trust, and self-esteem were only a few of the values that teachers and students emphasized to rebuild a learning community in the school.[2] The results of Allen School's efforts began to witness a new transformation. The problems with discipline begin to drop, absenteeism declined, and test scores using standardized tests increased.

The writer also spoke with another principal at the Trotwood Middle School in Trotwood, Ohio, who has a program. Rudolph Bernardo started this program after he transferred from Allen School to Trotwood. The principal told the writer that he was a teacher under Rudolph Bernardo at the time. Rudolph Bernardo retired from Trotwood School and now the teacher is the new principal there. He did not heavily get involved in the program on the scale as Rudolph Bernardo did when he became principal. He wanted to access what was and was not working before he changed anything. But, more than likely, he will be implementing the character-based education program this year because of its worth and end results for the betterment of the students, school, and community.

From talking with the principals and teacher from Allen School and Trotwood School, the problems that were present at their schools seemed the same at Radcliff Middle School. More meetings and collaborative will take place as the project is integrated in Radcliff Middle School.

---

[2] Ibid., 16.

Summary

It was a joy and pleasure being a middle school teacher, even with the daily challenges of today's youth to work on a project of integrating spiritual values and character-based education. The writer saw the problems of low test scores, a lack of behavioral skills and low parental support; evaluated the problems; and collaborated with a team to work on eradicating the problems. This project has allowed the writer to work closely with students, parents, teachers, and community to come together as one in a spiritual way to show love in the heart, mind, soul, and given strength to work in integrating spiritual values through character-based education to increase behavioral skills and students' academic performance. The writer is truly blessed to help shape students' lives and apply the spiritual values through character-based education to everyday life.

Conclusion

Teachers and parents wanted to see students excel academically and socially. They wanted the students to know that good is in doing the things and making good decisions. It is an everyday occurrence to see students who know good but lack the willpower to carry out the task of doing good. In almost every culture, there is some form of the Golden Rule, "Do unto others as you would have them do unto you." This is the kind of teaching and learning that is expected for students so that spiritual values and character-based education can be integrated in the schools. Students need a balance in modeling the desired values through teaching so that these values can be instilled in them. As a parent, these words are very important to a meaningful contribution to the family:

> If you are a parent, recognize that it is the most important calling and rewarding challenge you have. What you do every day, what

> you say and how you act, will do more to shape the future of America than any other factor.
>
> Marion Wright Edelman

The students in the classrooms today will be the leaders of tomorrow. If they are educated to be of good character today, the benefits will be shown in their academic performances and good behavior. Today, teachers spend a lot of time maintaining discipline in the classrooms and students are not learning all that they can learn because of the discipline problems. If a teacher can create a moral and well-disciplined classroom, the teacher will be able to teach and the students will be able to work better and feel better about their accomplishments. Discipline problems will dissipate. Teaching spiritual values through character education is to teach students to develop and embrace love and good as they develop socially and academically.

The writer would like to see all grade levels at Radcliff Middle School represented in the future of this project like this one because all students will eventually take the Ohio Proficiency Tests. It is suggested this will prepare them when it is time for them to take the required tests. The writer would like for all grade levels to take the spiritual values through character based education training because it would help students make the right choices between what is good and bad as they prepare themselves as lifelong learners.

Higher academic achievement, fewer discipline problems, a more caring school environment; who would not want schools like these? And who would not like to see students who are more caring, respectful, honest, and responsible?[3] In conclusion, when students feel good about themselves and see an inspired transformation, then their vision becomes a part of their personalized being.

---

[3] Dary Matera, *A Cry for Character* (Paramus, NJ: Prentice Hall Press, 2001) 192.

APPENDIX A

PROFILE OF SELECTED HOUSING CHARACTERISTICS: 2000

Table DP-4. Profile of Selected Housing Characteristics: 2000
Geographic area: Jefferson township, Montgomery County, Ohio
[Data based on a sample. For information on confidentiality protection, sampling error, nonsampling error, and definitions, see text]

Subject	Number	Percent	Subject	Number	Percent
Total housing units	**2,854**	**100.0**	**OCCUPANTS PER ROOM**		
UNITS IN STRUCTURE			**Occupied housing units**	**2,704**	**100.0**
1-unit, detached	2,652	92.9	1.00 or less	2,634	97.4
1-unit, attached	49	1.7	1.01 to 1.50	52	1.9
2 units	14	0.5	1.51 or more	18	0.7
3 or 4 units	35	1.2			
5 to 9 units	31	1.1	**Specified owner-occupied units**	**2,024**	**100.0**
10 to 19 units	42	1.5	**VALUE**		
20 or more units	27	0.9	Less than $50,000	468	23.1
Mobile home	4	0.1	$50,000 to $99,999	1,074	53.1
Boat, RV, van, etc	-	-	$100,000 to $149,999	318	15.7
			$150,000 to $199,999	97	4.8
YEAR STRUCTURE BUILT			$200,000 to $299,999	53	2.6
1999 to March 2000	-	-	$300,000 to $499,999	-	-
1995 to 1998	34	1.2	$500,000 to $999,999	-	-
1990 to 1994	39	1.4	$1,000,000 or more	14	0.7
1980 to 1989	128	4.5	Median (dollars)	73,400	(X)
1970 to 1979	371	13.0			
1960 to 1969	596	20.9	**MORTGAGE STATUS AND SELECTED MONTHLY OWNER COSTS**		
1940 to 1959	1,066	37.4			
1939 or earlier	620	21.7	With a mortgage	1,295	64.0
			Less than $300	14	0.7
ROOMS			$300 to $499	112	5.5
1 room	-	-	$500 to $699	293	14.5
2 rooms	4	0.1	$700 to $999	494	24.4
3 rooms	139	4.9	$1,000 to $1,499	297	14.7
4 rooms	321	11.2	$1,500 to $1,999	59	2.9
5 rooms	802	28.1	$2,000 or more	26	1.3
6 rooms	738	25.9	Median (dollars)	811	(X)
7 rooms	489	17.1	Not mortgaged	729	36.0
8 rooms	198	6.9	Median (dollars)	323	(X)
9 or more rooms	165	5.8			
Median (rooms)	5.7	(X)	**SELECTED MONTHLY OWNER COSTS AS A PERCENTAGE OF HOUSEHOLD INCOME IN 1999**		
Occupied housing units	**2,704**	**100.0**			
YEAR HOUSEHOLDER MOVED INTO UNIT			Less than 15.0 percent	701	34.6
1999 to March 2000	296	10.9	15.0 to 19.9 percent	220	10.9
1995 to 1998	449	16.6	20.0 to 24.9 percent	314	15.5
1990 to 1994	306	11.3	25.0 to 29.9 percent	152	7.5
1980 to 1989	411	15.2	30.0 to 34.9 percent	131	6.5
1970 to 1979	525	19.4	35.0 percent or more	449	22.2
1969 or earlier	717	26.5	Not computed	57	2.8
VEHICLES AVAILABLE			**Specified renter-occupied units**	**442**	**100.0**
None	211	7.8	**GROSS RENT**		
1	981	36.3	Less than $200	64	14.5
2	999	36.9	$200 to $299	56	12.7
3 or more	513	19.0	$300 to $499	100	22.6
			$500 to $749	150	33.9
HOUSE HEATING FUEL			$750 to $999	17	3.8
Utility gas	1,298	48.0	$1,000 to $1,499	-	-
Bottled, tank, or LP gas	232	8.6	$1,500 or more	11	2.5
Electricity	525	19.4	No cash rent	44	10.0
Fuel oil, kerosene, etc	607	22.4	Median (dollars)	450	(X)
Coal or coke	-	-			
Wood	27	1.0	**GROSS RENT AS A PERCENTAGE OF HOUSEHOLD INCOME IN 1999**		
Solar energy	-	-			
Other fuel	4	0.1	Less than 15.0 percent	121	27.4
No fuel used	11	0.4	15.0 to 19.9 percent	63	14.3
			20.0 to 24.9 percent	16	3.6
SELECTED CHARACTERISTICS			25.0 to 29.9 percent	16	3.6
Lacking complete plumbing facilities	7	0.3	30.0 to 34.9 percent	45	10.2
Lacking complete kitchen facilities	6	0.2	35.0 percent or more	120	27.1
No telephone service	73	2.7	Not computed	61	13.8

-Represents zero or rounds to zero. (X) Not applicable.

Source: U.S. Bureau of the Census, Census 2000.

APPENDIX B

PROFILE OF GENERAL DEMOGRAPHIC CHARACTERISTICS: 2000

Table DP-1. Profile of General Demographic Characteristics: 2000
Geographic Area: Jefferson township, Montgomery County, Ohio
[For information on confidentiality protection, nonsampling error, and definitions, see text]

Subject	Number	Percent
Total population	6,787	100.0
SEX AND AGE		
Male	3,248	47.9
Female	3,539	52.1
Under 5 years	425	6.3
5 to 9 years	471	6.9
10 to 14 years	466	6.9
15 to 19 years	432	6.4
20 to 24 years	315	4.6
25 to 34 years	694	10.2
35 to 44 years	975	14.4
45 to 54 years	954	14.1
55 to 59 years	418	6.2
60 to 64 years	438	6.5
65 to 74 years	757	11.2
75 to 84 years	366	5.4
85 years and over	76	1.1
Median age (years)	41.0	(X)
18 years and over	5,164	76.1
Male	2,395	35.3
Female	2,769	40.8
21 years and over	4,922	72.5
62 years and over	1,483	21.9
65 years and over	1,199	17.7
Male	521	7.7
Female	678	10.0
RACE		
One race	6,681	98.4
White	2,921	43.0
Black or African American	3,715	54.7
American Indian and Alaska Native	13	0.2
Asian	13	0.2
Asian Indian	4	0.1
Chinese	-	-
Filipino	8	0.1
Japanese	-	-
Korean	-	-
Vietnamese	-	-
Other Asian [1]	1	-
Native Hawaiian and Other Pacific Islander	5	0.1
Native Hawaiian	1	-
Guamanian or Chamorro	-	-
Samoan	4	0.1
Other Pacific Islander [2]	-	-
Some other race	14	0.2
Two or more races	106	1.6
Race alone or in combination with one or more other races: [3]		
White	2,995	44.1
Black or African American	3,798	56.0
American Indian and Alaska Native	55	0.8
Asian	23	0.3
Native Hawaiian and Other Pacific Islander	5	0.1
Some other race	31	0.5

Subject	Number	Percent
HISPANIC OR LATINO AND RACE		
Total population	6,787	100.0
Hispanic or Latino (of any race)	40	0.6
Mexican	18	0.3
Puerto Rican	2	-
Cuban	4	0.1
Other Hispanic or Latino	16	0.2
Not Hispanic or Latino	6,747	99.4
White alone	2,900	42.7
RELATIONSHIP		
Total population	6,787	100.0
In households	6,753	99.5
Householder	2,714	40.0
Spouse	1,242	18.3
Child	1,941	28.6
Own child under 18 years	1,254	18.5
Other relatives	564	8.3
Under 18 years	295	4.3
Nonrelatives	292	4.3
Unmarried partner	134	2.0
In group quarters	34	0.5
Institutionalized population	23	0.3
Noninstitutionalized population	11	0.2
HOUSEHOLD BY TYPE		
Total households	2,714	100.0
Family households (families)	1,900	70.0
With own children under 18 years	671	24.7
Married-couple family	1,242	45.8
With own children under 18 years	359	13.2
Female householder, no husband present	517	19.0
With own children under 18 years	260	9.6
Nonfamily households	814	30.0
Householder living alone	690	25.4
Householder 65 years and over	287	10.6
Households with individuals under 18 years	850	31.3
Households with individuals 65 years and over	905	33.3
Average household size	2.49	(X)
Average family size	2.97	(X)
HOUSING OCCUPANCY		
Total housing units	2,888	100.0
Occupied housing units	2,714	94.0
Vacant housing units	174	6.0
For seasonal, recreational, or occasional use	6	0.2
Homeowner vacancy rate (percent)	1.0	(X)
Rental vacancy rate (percent)	6.0	(X)
HOUSING TENURE		
Occupied housing units	2,714	100.0
Owner-occupied housing units	2,196	80.9
Renter-occupied housing units	518	19.1
Average household size of owner-occupied units	2.43	(X)
Average household size of renter-occupied units	2.74	(X)

- Represents zero or rounds to zero. (X) Not applicable.
[1] Other Asian alone, or two or more Asian categories.
[2] Other Pacific Islander alone, or two or more Native Hawaiian and Other Pacific Islander categories.
[3] In combination with one or more of the other races listed. The six numbers may add to more than the total population and the six percentages may add to more than 100 percent because individuals may report more than one race.

Source: U.S. Census Bureau, Census 2000.

APPENDIX C

PROFILE OF SOCIAL CHARACTERISTICS: 2000

Table DP-2. Profile of Selected Social Characteristics: 2000

Geographic area: Jefferson township, Montgomery County, Ohio

[Data based on a sample. For information on confidentiality protection, sampling error, nonsampling error, and definitions, see text]

Subject	Number	Percent
SCHOOL ENROLLMENT		
Population 3 years and over enrolled in school	1,534	100.0
Nursery school, preschool	95	6.2
Kindergarten	95	6.2
Elementary school (grades 1-8)	779	50.8
High school (grades 9-12)	324	21.1
College or graduate school	241	15.7
EDUCATIONAL ATTAINMENT		
Population 25 years and over	4,631	100.0
Less than 9th grade	377	8.1
9th to 12th grade, no diploma	926	20.0
High school graduate (includes equivalency)	1,613	34.8
Some college, no degree	927	20.0
Associate degree	251	5.4
Bachelor's degree	361	7.8
Graduate or professional degree	176	3.8
Percent high school graduate or higher	71.9	(X)
Percent bachelor's degree or higher	11.6	(X)
MARITAL STATUS		
Population 15 years and over	5,385	100.0
Never married	1,377	25.6
Now married, except separated	2,689	49.9
Separated	124	2.3
Widowed	595	11.0
Female	455	8.4
Divorced	600	11.1
Female	319	5.9
GRANDPARENTS AS CAREGIVERS		
Grandparent living in household with one or more own grandchildren under 18 years	255	100.0
Grandparent responsible for grandchildren	128	50.2
VETERAN STATUS		
Civilian population 18 years and over	5,105	100.0
Civilian veterans	715	14.0
DISABILITY STATUS OF THE CIVILIAN NONINSTITUTIONALIZED POPULATION		
Population 5 to 20 years	1,421	100.0
With a disability	114	8.0
Population 21 to 64 years	3,583	100.0
With a disability	997	27.8
Percent employed	46.5	(X)
No disability	2,586	72.2
Percent employed	68.6	(X)
Population 65 years and over	1,273	100.0
With a disability	653	51.3
RESIDENCE IN 1995		
Population 5 years and over	6,312	100.0
Same house in 1995	4,393	69.6
Different house in the U.S. in 1995	1,892	30.0
Same county	1,594	25.3
Different county	298	4.7
Same state	134	2.1
Different state	164	2.6
Elsewhere in 1995	27	0.4

Subject	Number	Percent
NATIVITY AND PLACE OF BIRTH		
Total population	6,712	100.0
Native	6,687	99.6
Born in United States	6,681	99.5
State of residence	4,694	69.9
Different state	1,987	29.6
Born outside United States	6	0.1
Foreign born	25	0.4
Entered 1990 to March 2000	8	0.1
Naturalized citizen	18	0.3
Not a citizen	7	0.1
REGION OF BIRTH OF FOREIGN BORN		
Total (excluding born at sea)	25	100.0
Europe	6	24.0
Asia	4	16.0
Africa	4	16.0
Oceania	11	44.0
Latin America	-	-
Northern America	-	-
LANGUAGE SPOKEN AT HOME		
Population 5 years and over	6,312	100.0
English only	6,191	98.1
Language other than English	121	1.9
Speak English less than "very well"	55	0.9
Spanish	83	1.3
Speak English less than "very well"	51	0.8
Other Indo-European languages	24	0.4
Speak English less than "very well"	4	0.1
Asian and Pacific Island languages	10	0.2
Speak English less than "very well"	-	-
ANCESTRY (single or multiple)		
Total population	6,712	100.0
Total ancestries reported	*5,856*	*87.2*
Arab	4	0.1
Czech[1]	-	-
Danish	8	0.1
Dutch	86	1.3
English	235	3.5
French (except Basque)[1]	33	0.5
French Canadian[1]	7	0.1
German	681	10.1
Greek	11	0.2
Hungarian	19	0.3
Irish[1]	458	6.8
Italian	58	0.9
Lithuanian	-	-
Norwegian	16	0.2
Polish	10	0.1
Portuguese	-	-
Russian	6	0.1
Scotch-Irish	9	0.1
Scottish	4	0.1
Slovak	-	-
Subsaharan African	93	1.4
Swedish	-	-
Swiss	-	-
Ukrainian	-	-
United States or American	452	6.7
Welsh	10	0.1
West Indian (excluding Hispanic groups)	4	0.1
Other ancestries	3,652	54.4

-Represents zero or rounds to zero. (X) Not applicable.

[1]The data represent a combination of two ancestries shown separately in Summary File 3. Czech includes Czechoslovakian. French includes Alsatian. French Canadian includes Acadian/Cajun. Irish includes Celtic.

Source: U.S. Bureau of the Census, Census 2000.

APPENDIX D

PROFILE OF SELECTED ECONOMIC CHARACTERISTICS: 2000

Table DP-3. Profile of Selected Economic Characteristics: 2000

Geographic area: Jefferson township, Montgomery County, Ohio

[Data based on a sample. For information on confidentiality protection, sampling error, nonsampling error, and definitions, see text]

Subject	Number	Percent
EMPLOYMENT STATUS		
Population 16 years and over	5,270	100.0
In labor force	2,814	53.4
Civilian labor force	2,810	53.3
Employed	2,562	48.6
Unemployed	248	4.7
Percent of civilian labor force	8.8	(X)
Armed Forces	4	0.1
Not in labor force	2,456	46.6
Females 16 years and over	2,859	100.0
In labor force	1,576	55.1
Civilian labor force	1,576	55.1
Employed	1,414	49.5
Own children under 6 years	465	100.0
All parents in family in labor force	328	70.5
COMMUTING TO WORK		
Workers 16 years and over	2,487	100.0
Car, truck, or van - - drove alone	1,964	79.0
Car, truck, or van - - carpooled	319	12.8
Public transportation (including taxicab)	81	3.3
Walked	22	0.9
Other means	11	0.4
Worked at home	90	3.6
Mean travel time to work (minutes)[1]	24.5	(X)
Employed civilian population 16 years and over	2,562	100.0
OCCUPATION		
Management, professional, and related occupations	656	25.6
Service occupations	433	16.9
Sales and office occupations	575	22.4
Farming, fishing, and forestry occupations	14	0.5
Construction, extraction, and maintenance occupations	264	10.3
Production, transportation, and material moving occupations	620	24.2
INDUSTRY		
Agriculture, forestry, fishing and hunting, and mining	56	2.2
Construction	174	6.8
Manufacturing	567	22.1
Wholesale trade	34	1.3
Retail trade	238	9.3
Transportation and warehousing, and utilities	142	5.5
Information	87	3.4
Finance, insurance, real estate, and rental and leasing	119	4.6
Professional, scientific, management, administrative, and waste management services	224	8.7
Educational, health and social services	586	22.9
Arts, entertainment, recreation, accommodation and food services	119	4.6
Other services (except public administration)	76	3.0
Public administration	140	5.5
CLASS OF WORKER		
Private wage and salary workers	2,011	78.5
Government workers	377	14.7
Self-employed workers in own not incorporated business	153	6.0
Unpaid family workers	21	0.8

Subject	Number	Percent
INCOME IN 1999		
Households	2,685	100.0
Less than $10,000	302	11.2
$10,000 to $14,999	198	7.4
$15,000 to $24,999	536	20.0
$25,000 to $34,999	395	14.7
$35,000 to $49,999	414	15.4
$50,000 to $74,999	497	18.5
$75,000 to $99,999	214	8.0
$100,000 to $149,999	113	4.2
$150,000 to $199,999	5	0.2
$200,000 or more	11	0.4
Median household income (dollars)	31,723	(X)
With earnings	1,913	71.2
Mean earnings (dollars)[1]	39,437	(X)
With Social Security income	981	36.5
Mean Social Security income (dollars)[1]	9,487	(X)
With Supplemental Security income	203	7.6
Mean Supplemental Security income (dollars)[1]	5,504	(X)
With public assistance income	143	5.3
Mean public assistance income (dollars)[1]	3,193	(X)
With retirement income	920	34.3
Mean retirement income (dollars)[1]	17,053	(X)
Families	1,857	100.0
Less than $10,000	154	8.3
$10,000 to $14,999	138	7.4
$15,000 to $24,999	262	14.1
$25,000 to $34,999	285	15.3
$35,000 to $49,999	317	17.1
$50,000 to $74,999	416	22.4
$75,000 to $99,999	179	9.6
$100,000 to $149,999	90	4.8
$150,000 to $199,999	5	0.3
$200,000 or more	11	0.6
Median family income (dollars)	38,841	(X)
Per capita income (dollars)[1]	16,411	(X)
Median earnings (dollars):		
Male full-time, year-round workers	32,018	(X)
Female full-time, year-round workers	26,895	(X)

Subject	Number below poverty level	Percent below poverty level
POVERTY STATUS IN 1999		
Families	240	12.9
With related children under 18 years	163	19.1
With related children under 5 years	124	35.3
Families with female householder, no husband present	190	36.8
With related children under 18 years	145	43.3
With related children under 5 years	106	61.6
Individuals	978	14.7
18 years and over	653	12.8
65 years and over	99	7.8
Related children under 18 years	316	20.5
Related children 5 to 17 years	199	17.3
Unrelated individuals 15 years and over	247	23.2

-Represents zero or rounds to zero. (X) Not applicable.

[1]If the denominator of a mean value or per capita value is less than 30, then that value is calculated using a rounded aggregate in the numerator. See text.

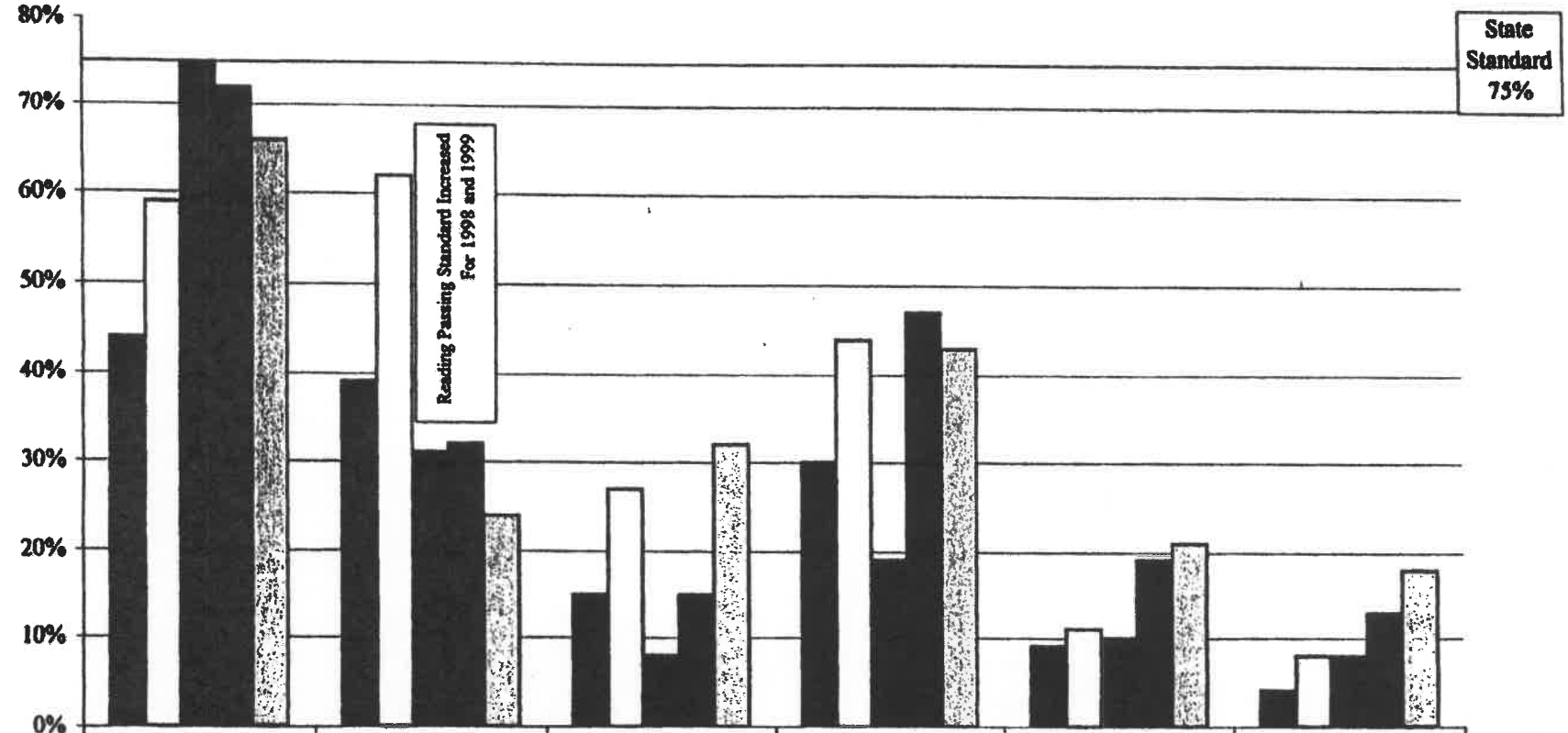
Source: U.S. Bureau of the Census, Census 2000.

APPENDIX E

RADCLIFF 6TH AND 8TH GRADE OHIO

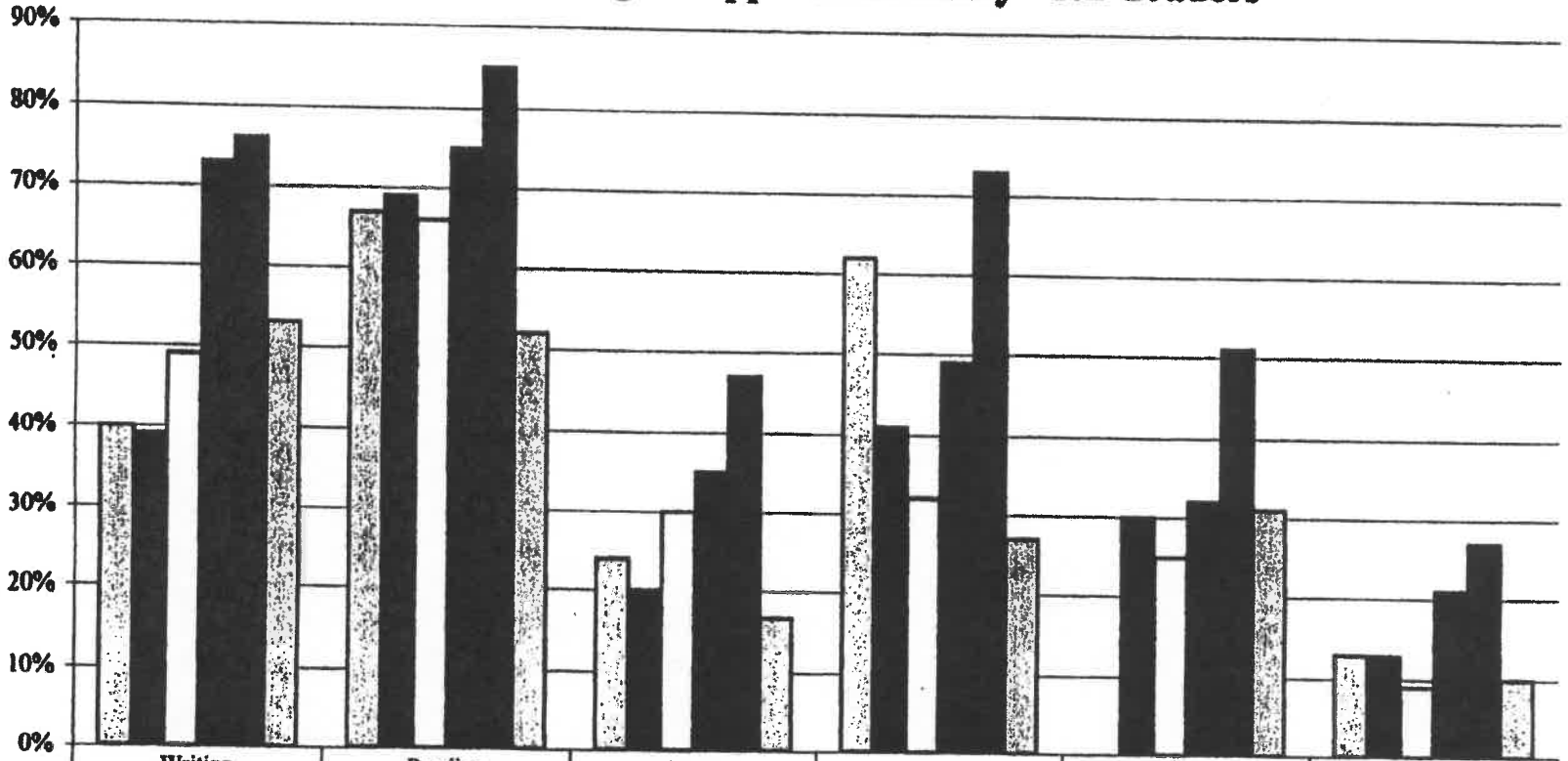
PROFICIENCY TEST SCORES

Radcliff Heights Upper Elementary
Ohio 6th-Grade Proficiency Test



	Writing	Reading	Math	Citizenship	Science	All 4 or 5
1996	44%	39%	15%	30%	9%	4%
1997	59%	62%	27%	44%	11%	8%
1998	75%	31%	8%	19%	10%	8%
1999	72%	32%	15%	47%	19%	13%
2000	66%	24%	32%	43%	21%	18%

Ohio 9th-Grade Proficiency Test
Radcliff Heights Upper Elementary - 8th Graders



	Writing	Reading	Math	Citizenship	Science	All 4 or 5
1995	40%	67%	24%	62%		13%
1996	39%	69%	20%	41%	30%	13%
1997	49%	66%	30%	32%	25%	9%
1998	73%	75%	35%	49%	32%	21%
1999	76%	85%	47%	73%	51%	27%
2000	53%	52%	17%	27%	31%	10%

APPENDIX F

2000-2001 AND 2001-2002 SCHOOL REPORT CARD AND SCHOOL'S STUDENTS

Radcliff Heights Middle School

2003 SCHOOL REPORT CARD

120 Knox Ave, Dayton, OH 45427 - (937) 835-5192, Grades 5-8. Jefferson Township Local School District - Montgomery County

CURRENT PRINCIPAL:
Ms. Lorraine R. Clemons
(937) 835-5192
CURRENT SUPERINTENDENT:
Ms. Linda M. Clautti
(937) 835-5682

Your district rating: Academic Watch

Your district met 7 of 22 indicators

Your school's percentage points of improvement since its last report card*:
0.8

DISTRICT ACADEMIC RATINGS SYSTEM

- EXCELLENT - Districts met 21 or 22 performance indicators.
- EFFECTIVE - Districts met 17 to 20 performance indicators.
- CONTINUOUS IMPROVEMENT - Districts met 11 to 16 performance indicators.
- ACADEMIC WATCH - Districts met 7 to 10 performance indicators.
- ACADEMIC EMERGENCY - Districts met 6 or fewer performance indicators.

This report card is issued by the Ohio Department of Education and contains information about your school and district for the **2001-2002 school year**. By presenting this information, we hope to help parents and teachers work toward the educational success of every student. In the table below, any result at or above the state standard is shown in **bold**.

PERFORMANCE INDICATORS	PERCENTAGE OF STUDENTS AT OR ABOVE THE PROFICIENT LEVEL		
	Your School 2001-2002	Your District 2001-2002	Similar Districts 2001-2002
4th Grade Proficiency	***The state standard is 75 percent***		
1. Citizenship	--	48.1%	63.6%
2. Mathematics	--	33.3%	61.5%
3. Reading	--	64.3%	69.4%
4. Writing	--	**81.5%**	77.4%
5. Science	--	37.0%	64.3%
6th Grade Proficiency	***The state standard is 75 percent***		
6. Citizenship	28.3%	28.3%	67.8%
7. Mathematics	21.2%	21.2%	55.1%
8. Reading	20.8%	20.8%	54.3%
9. Writing	69.8%	69.8%	**84.8%**
10. Science	19.2%	19.2%	55.7%
9th Grade Proficiency	***The state standard is 75 percent***		
11. Citizenship	--	70.6%	**86.0%**
12. Mathematics	--	46.3%	76.3%
13. Reading	--	**85.3%**	**92.7%**
14. Writing	--	**89.7%**	**98.9%**
15. Science	--	58.2%	**88.9%**
9th Grade Proficiency[1]	***The state standard is 85 percent***		
16. Citizenship	--	**87.1%**	**91.7%**
17. Mathematics	--	70.0%	84.9%
18. Reading	--	**94.4%**	**96.2%**
19. Writing	--	**95.8%**	**95.4%**
20. Science	--	70.0%	**86.2%**
Attendance Rate	***The state standard is 93 percent***		
21. All Grades	**95.8%**	**93.8%**	94.4%
Graduation Rate[2]	***The state standard is 90 percent***		
22. District		87.8%	87.2%

[1] *Results for 10th grade students who took the test as 8th, 9th and 10th graders* [2] *Calculated only for the District*

2000-2001 = 31.1%	2001-2002 = 31.9%	Improvement = 0.8 percentage points

Department of Education

Radcliff Heights Middle School, Jefferson Township Local School District, Montgomery County

YOUR SCHOOL'S STUDENTS, 2001-02	
Average Enrollment	205
Female	39.8%
Male	60.2%
Gifted	NC
Homeless	NC
Limited English Proficient	NC
Migrant	NC
Students with Disabilities	16.7%
African American	67.6%
American Indian	NC
Asian	NC
Hispanic	NC
Multi-Racial	NC
White	26.9%

YOUR DISTRICT'S TEACHERS, 2001-02	
Your School's Total Teachers*	18
Female	61%
Male	39%
African American	67%
American Indian	0%
Asian	6%
Hispanic	0%
Multi-Racial	--
White	28%
Percent of Courses Taught by Teachers with Authorized Certification/Licensure K-8	94.0%
Average Teacher Salary	$37,526
Teacher Attendance Rate	95.9%

** This represents the number of teachers based on full-time equivalency.*

2001-2002 AVERAGE EXPENDITURES PER PUPIL			
Your School	$8,906	All Middle/Junior High Schools in Similar Districts	$5,947
All Middle/Junior High Schools in District	$8,048	All Middle/Junior High Schools in State	$7,028

VOTER APPROVED FUNDING

How many levies did your district have on the ballot in 2002? 1 Number passed 1

Glossary:

Proficiency Level: *Score on test at which students meet or exceed expectations for proficiency on each assessment.*

State Standard: *The State Board of Education minimum requirement is that 75% of students in 4th, 6th and 9th grades are at or above the proficient level on statewide assessments. The standard increases to 85% of students at the proficient level for the results on the 9th grade proficiency test at the end of 10th grade. The non-test standards are a 90% graduation rate and a 93% attendance rate.*

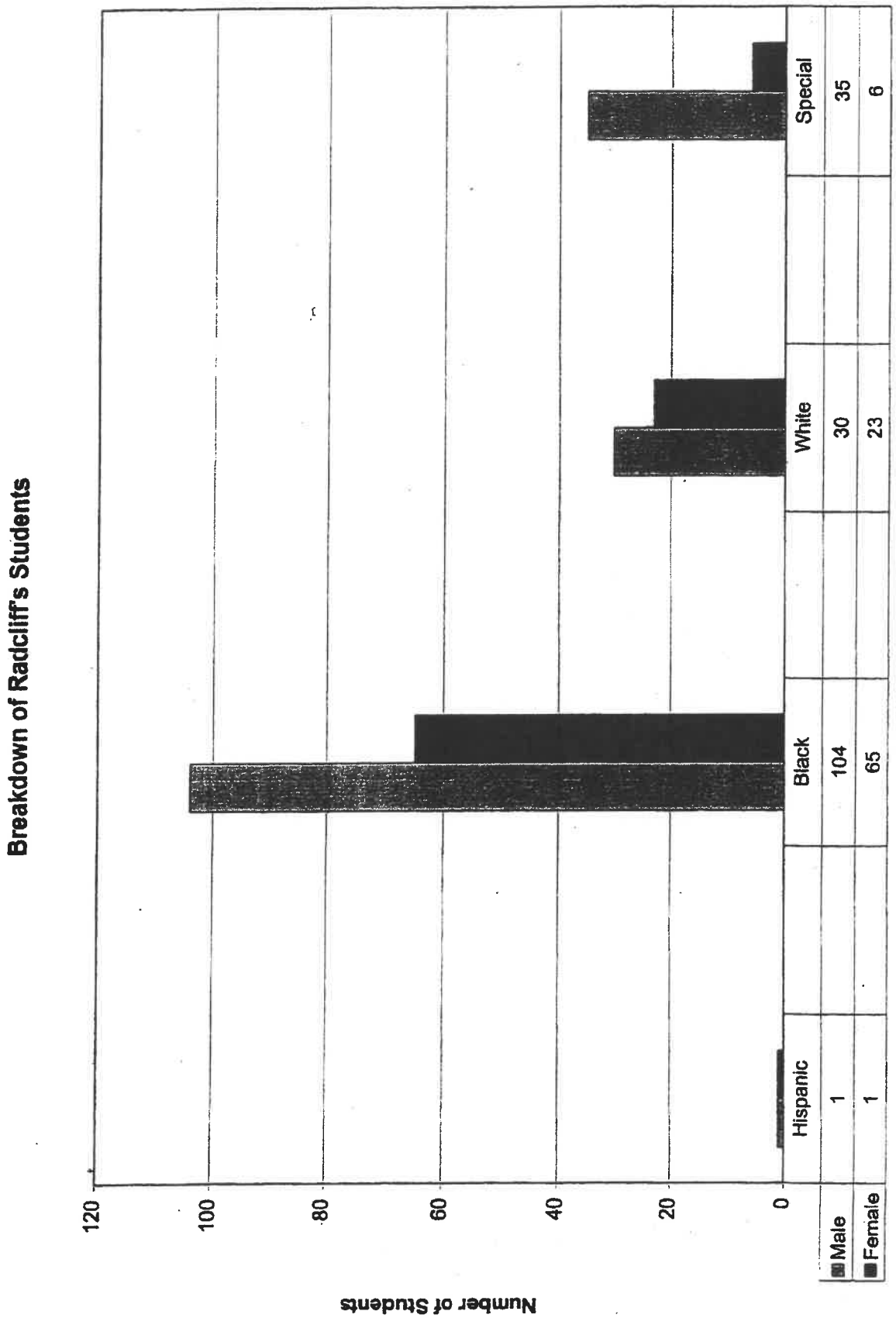
Similar Districts: *School districts similar to yours based on comparing district size, poverty levels, socioeconomic status (family income, education levels, professions) and factors related to urban or rural location and overall property wealth.*

NC: *Not Calculated. Based on federal and state privacy laws, NC is used when there are less than 10 members in a sub-group to protect the identity of those individuals. Data is received on all students. All students are included in the report of overall proficiency levels for the school and district.*

Visit www.ode.state.oh.us/reportcard or call 1-877-644-6338 for more detailed information on the performance of your school and district and the formulas used in this report card.

Total Copies Printed - 1,500,000, Unit Cost - $0.153, Publication Date - 2/03

SRC


Breakdown of Radcliff's Students
Number of Students
120
100
80
60
40
20
0
Hispanic
Black
White
Special
Male
1
104
30
35
Female
1
65
23
6

APPENDIX G

PERCENTAGE OF AT OR ABOVE GRADE LEVEL

TAKING A CLOSER LOOK AT YOUR SCHOOL'S ASSESSMENT RESULTS

By presenting statewide proficiency results, we hope to help parents and teachers work toward the educational success of every student. **Both state and federal law require results to be reported by student sub-groups including gender, race/ethnicity, limited English proficiency, and students with disabilities.** A closer examination of the achievement of different student groups can identify differences in performance levels. This detailed report is intended to inform schools and communities to help them determine future actions needed to improve learning for all students.

The table below can help answer the following questions:

- *How are the different racial/ethnic groups in your school performing?*
- *Do females and males reach similar levels of proficiency in your school?*
- *What percentage of Limited English proficient students are meeting state standards?*
- *How are students with disabilities performing?*

YOUR SCHOOL'S PERCENTAGE OF STUDENTS AT OR ABOVE THE PROFICIENT LEVEL

Sub-groups	African American	Asian	Hispanic	Multi-racial	White	Female	Male	Limited English Proficient	Students with Disabilities
6TH GRADE PROFICIENCY									
Citizenship	29.7	--	--	NC	28.6	27.3	29.0	--	--
Mathematics	19.4	--	--	NC	28.6	18.2	23.3	--	--
Reading	16.2	--	--	NC	28.6	31.8	12.9	--	--
Writing	64.9	--	--	NC	85.7	81.8	61.3	--	--
Science	16.7	--	--	NC	21.4	19.0	19.4	--	--

NC= Not calculated. Used if <10 students in subgroup. American Indian students are not listed in the header due to <10.
This table does not include information on exempt students.

APPENDIX H

BREAKDOWN OF PROFICIENCY TEST RESULTS FOR THE PROFICIENCY TEST RESULTS PER GRADE LEVEL (FOUR, SIX, NINE, AND TENTH)

"Proficiency Test Results (District)" for "Jefferson Township Local"

Proficiency Test Results (District)

Test Taken By Grade	Test Subject	Proficient Percentage	State Results
4th Grade	Reading	64.3%	67.7%
	Writing	81.5%	80.5%
	Mathematics	33.3%	62.9%
	Citizenship	48.1%	67.4%
	Science	37.0%	64.3%
6th Grade	Reading	20.8%	58.2%
	Writing	69.8%	87.2%
	Mathematics	21.2%	61.7%
	Citizenship	28.3%	71.4%
	Science	19.2%	60.5%
9th Grade	Reading	85.3%	91.6%
	Writing	89.7%	89.9%
	Mathematics	46.3%	73.5%
	Citizenship	70.6%	83.9%
	Science	58.2%	77.5%
10th Grade	Reading	94.4%	96.5%
	Writing	95.8%	96.0%
	Mathematics	70.0%	85.4%
	Citizenship	87.1%	92.6%
	Science	70.0%	88.3%

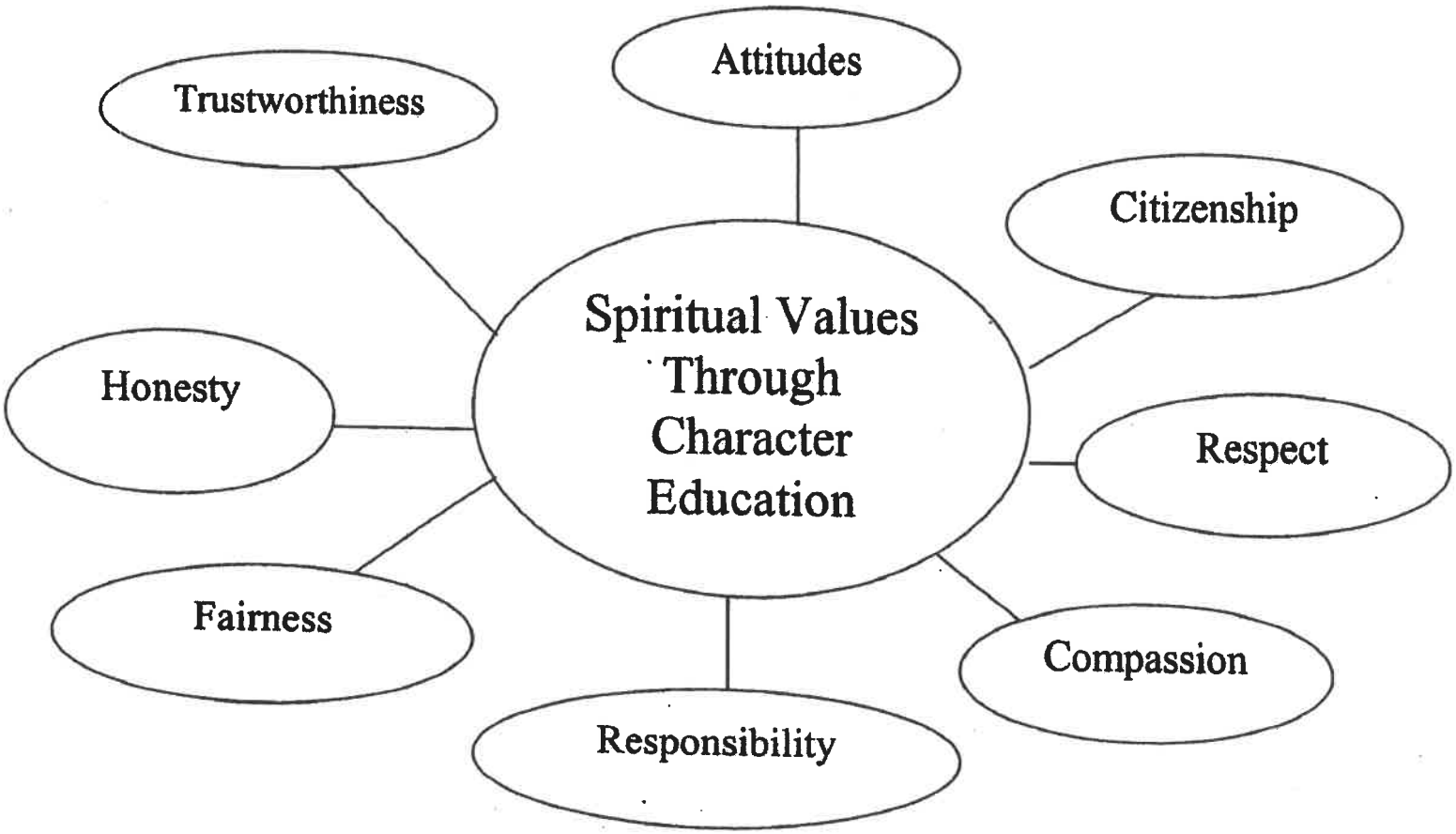
APPENDIX I

YOUR SCHOOL'S ASSESSMENT RESULTS OVER TIME

The graphs above show your school's assessment results over three years. Examining trends provides a more complete picture of your school's performance over time.

Department of Education
25 S. Front Street
Columbus, OH 43215-4183

Integration of Spiritual Values Through Character Education



APPENDIX J

SPIRITUAL VALUES PRE AND POST TESTS

Name_____ Grade Level_____Sex: M or F

Spiritual Values Test
Pre-Test

Directions: Read each test item carefully and mark the appropriate answer below on the lines provided.

1) Do you think honesty is an important value to be modeled by students to help them and others at school and other places?

_____strongly agree _____agree _____disagree _____strongly disagree

2) If I found a wallet full of money, I would return it to its rightful owner?

_____strongly agree _____agree _____disagree _____strongly disagree

3) Do you feel that your school engage fairly in dealing with the use of values such as trustworthiness, respect, responsibility, fairness, compassion, and citizenship to improve its students' conduct?

_____strongly agree _____agree _____disagree _____strongly disagree

4) When students are involved in leadership activities such as Student Council, Honor Society, Conflict Management, Sports, and other extra-curricular activities, their responsibilities help the students' and school's value system and self-esteem.

_____strongly agree _____agree _____disagree _____strongly disagree

5) I feel that respect for me is to treat others with respect, be tolerant of differences, be considerate of others' feelings, and follow the Golden Rule (Do to others as you would have them do to you.)

_____strongly agree _____agree _____disagree _____strongly disagree

6) I am easily adaptable to the negative traits of others even when it goes against the core values that my parents/guardians or teachers have taught me in order to belong to the group.

_____strongly agree _____agree _____disagree _____strongly disagree

7) I always play fair by the rules, take turns in sharing, be open-minded, listen to others, and by not taking advantage of others.

_____strongly agree _____agree _____disagree _____strongly disagree

8) My spiritual well-being is developed by reading acceptable literature, being around people with respectful values and doing wholesome and kind deeds for others.

_____strongly agree _____agree _____disagree _____strongly disagree

9) I demonstrate caring easily without being told by showing compassion, caring, helping people in need, forgiving and expressing gratitude toward others.
_____strongly agree _____agree _____disagree _____strongly disagree

10) I do my best at school, church and in the community to make it the best place possible by being a good citizen, obeying laws and school rules.
_____strongly agree _____agree _____disagree _____strongly disagree

MLJW 2002

Name_____ Grade Level_____Sex: M or F

Spiritual Values Test
Post-Test

Directions: Read each test item carefully and mark the appropriate answer below on the lines provided.

1) Do you think honesty is an important value to be modeled by students to help them and others at school and other places?

_____strongly agree _____agree _____disagree _____strongly disagree

2) If I found a wallet full of money, I would return it to its rightful owner?

_____strongly agree _____agree _____disagree _____strongly disagree

3) Do you feel that your school engage fairly in dealing with the use of values such as trustworthiness, respect, responsibility, fairness, compassion, and citizenship to improve its students' conduct?

_____strongly agree _____agree _____disagree _____strongly disagree

4) When students are involved in leadership activities such as Student Council, Honor Society, Conflict Management, Sports, and other extra-curricular activities, their responsibilities help the students' and school's value system and self-esteem.

_____strongly agree _____agree _____disagree _____strongly disagree

5) I feel that respect for me is to treat others with respect, be tolerant of differences, be considerate of others' feelings, and follow the Golden Rule (Do to others as you would have them do to you.)

_____strongly agree _____agree _____disagree _____strongly disagree

6) I am easily adaptable to the negative traits of others even when it goes against the core values that my parents/guardians or teachers have taught me in order to belong to the group.

_____strongly agree _____agree _____disagree _____strongly disagree

7) I always play fair by the rules, take turns in sharing, be open-minded, listen to others, and by not taking advantage of others.

_____strongly agree _____agree _____disagree _____strongly disagree

8) My spiritual well-being is developed by reading acceptable literature, being around people with respectful values and doing wholesome and kind deeds for others.

_____strongly agree _____agree _____disagree _____strongly disagree

9) I demonstrate caring easily without being told by showing compassion, caring, helping people in need, forgiving and expressing gratitude toward others.
_____strongly agree _____agree _____disagree _____strongly disagree

10) I do my best at school, church and in the community to make it the best place possible by being a good citizen, obeying laws and school rules.
_____strongly agree _____agree _____disagree _____strongly disagree

MLJW 2002

APPENDIX K

LETTER WITH PERMISSION FORM

December 28, 2002

Dear (Parent/Guardian's Name),

I have selected twenty students in Grades six and eight to work with me on a four week project in *Integrating Spiritual Values through Character Based-Education in a Middle School Setting*. Your child (name) has been selected to take part in the project and to obtain tutorial sessions in Math, Language Arts, and Character-Based Education. A Spiritual Values Pre- and Post Test will be given highlighting *honesty, trustworthiness, respect, responsibility, compassion, fairness,* and *citizenship*. The teaching and tutoring will be for four weeks. A Pre-Achievement Test will be administered to find out what level your child is working on during the beginning session and a Post-Test will be administered at the end of the period to find out how much growth was made. The results of this project will give me data for a doctoral degree that I am pursuing. I will meet for one and one half hours to allow for the Pre-Testing on the first day and for one hour on the other Mondays that we meet. We will meet on Monday, January 13, 2003, for our first class session directly after school and we will end at 5:00 p.m.

There will be periodic consultations with you to see if you notice any improvements in your child's academics and or behavioral skills. Your feedback is key and a very important process to this project as well. If you want your child to take part in this project, please sign and send the form back to your child's Homeroom teacher or . on Monday, January 13, 2003. I must have this permission slip filled out completely to allow your child to take part in this project.

Thank you.

Sincerely,

_____Yes, my child may participate in this project.

_____No, my child may not participate in this project.

_____ _____

Children's Name Grade Level

_____

Parent/Guardian Signature

APPENDIX L

DIAGNOSTIC ACHIEVEMENT 6TH – 8TH GRADE

FEMALES/MALES TEST RESULTS

DIAGNOSTIC ACHIEVEMENT BATTERY-II PRE-TEST/POST-TEST RESULTS SUBTESTS-

	STUDENTS	STORY COMPOSITION		SPELLING
	CODED NAMES	*PRE-TEST*	*POST TEST*	*PRE-TEST*
1	MALE A-8	4.4	5	3.5
2	FEMALE B-8	3.4	3.8	4.7
3	MALE C-8	4.8	5.7	4.7
4	MALE D-8	5.7	6.2	3.5
5	MALE E-6	5.2	5.7	5.7
6	MALE F-6	4.6	5.2	4.8
7	MALE G-8	4.4	5.2	5.2
8	FEMALE H-6	4.6	5	3.8
9	MALE I-6	4.4	4.6	2.7
10	FEMALE J-6	5.7	6	4.7
11	MALE K-6	6.2	6.7	3.8
12	MALE L-8	4.4	5.2	2.4
13	FEMALE M-8	4.6	5	3.8
14	FEMALE N-8	6.2	5.7	3.8
15	FEMALE O-8	4.8	5.2	3.8
16	MALE P-8	4.8	5.7	4.7
17	MALE Q-8	3.8	4.8	3.5
18	FEMALE R-6	4.8	5	3.8
	Mean	4.6	5.3	4.0

GRADE EQUIVALENT

	WRITING		MATH COMP.	
POST TEST	*PRE-TEST*	*POST TEST*	*PRE-TEST*	*POST TEST*
3.6	3.4	3.8	5	5.7
5.2	3.1	4.2	6.7	6.2
5.2	3.8	4.2	5.2	5.9
3.8	3.2	4.8	5.9	6.2
5.7	4.8	4.8	4.6	4.6
5	4.2	4.8	5	5.9
5.7	5.5	5.5	5.9	6.2
4.7	4.2	5.5	4.8	5.9
3.2	3.2	3.8	4.8	5.2
4.7	5.5	6.9	5.9	6.2
4.2	4.2	4.8	6.7	6.7
2.7	3.6	4.2	6.2	6.7
4.2	6.9	7.3	5	5.9
4.2	3.8	4.2	5.2	5.5
4.2	2.4	2.8	4.4	6.2
5	3.2	4.8	4.8	5.2
4.2	4.2	5.2	5.2	6.2
4.2	3.4	3.8	4.4	4.6
4.4	3.8	4.7	5.3	5.8

Analysis of Pre/Post
Achievement Test
6th and 8th Grade Females

Females Gr. 6 & Gr. 8	Pre-Test 6-8 Story Comp.	Post-Test	Test Growth	Pre-Test Spelling	Post-Test	Test Growth
H-6	4.6	5	0.4	3.8	4.8	1
J-6	5.7	6	0.3	4.7	4.7	0
R-6	4.8	5	0.2	3.8	4.2	0.4
B-8	3.4	3.8	0.4	4.7	5.2	0.5
M-8	4.6	5	0.4	3.8	4.2	0.4
N-8	6.2	5.7	-1.5	3.8	4.2	0.4
O-8	4.8	5.2	0.4	3.8	4.2	0.4

Gr. 6 & Gr. 8	Writing Pre-Test	Writing Post-Test	Test Growth	Math Comp. Pre-Test	Math Comp. Post-Test	Test Growth
H-6	4.2	5.5	1.3	4.8	5.9	1.1
J-6	5.5	6.9	1.4	5.9	6.2	0.3
R-6	3.4	3.8	0.4	4.4	4.6	0.2
B-8	3.1	4.2	1.1	6.7	6.2	-0.5
M-8	6.9	7.3	0.4	5	5.9	0.9
N-8	3.8	4.2	0.4	5.2	5.5	0.3
O-8	2.4	2.8	0.4	4.4	6.2	1.8

Analysis of Pre/Post Achievement Test
6th and 8th Grade Males

Student Coded	Story Comp.			Spelling			Wriitng		
	Pre	Post	Growth	Pre	Post	Growth	Pre	Post	Growth
Males/ Grade 8									
A-8	4.4	5	0.6	3.5	3.8	0.1	3.4	3.8	0.4
C-8	4.8	5.7	0.9	4.7	4.2	0.5	3.8	4.2	0.4
D-8	5.7	6.2	0.5	3.5	4.8	0.3	3.2	4.8	1.6
G-8	4.4	5.2	0.8	5.2	5.5	0.5	5.5	5.5	0
L-8	4.4	5.2	0.8	2.4	4.2	0.3	3.6	4.2	0.6
P-8	4.8	5.7	0.9	4.7	4.8	0.3	3.2	4.8	1.6
Q-8	3.8	4.8	1	3.5	4.8	0.7	4.2	5.2	1

Males/ Grade 6	Story Comp.			Spelling			Wriitng		
	Pre	Post	Growth	Pre	Post	Growth	Pre	Post	Growth
E-6	5.2	5.7	0.5	5.7	5.7	0	4.8	4.8	0
F-6	4.6	5.2	0.6	4.8	5	0.2	4.8	4.8	0.6
I-6	4.4	4.6	0.2	2.7	3.2	0.5	3.8	3.8	0.6
K-6	6.2	6.7	0.5	3.8	4.2	0.4	4.8	4.8	0.6

Analysis of Pre/Post Achievement Tests (cont'd) 6th and 8th Grade Males

Student Coded	Math Computation		
	Pre	Post	Growth
Males/ Grade 8			
A-8	5	5.7	0.7
C-8	5.2	5.9	0.7
D-8	5.9	6.2	0.3
G-8	5.9	6.2	0.3
L-8	6.2	6.7	0.5
P-8	4.8	5.2	0.4
Q-8	5.2	6.2	1

Males/ Grade 6	Math Computation		
	Pre	Post	Growth
E-6	4.6	4.6	0.5
F-6	5	5.9	0.9
I-6	4.8	5.2	0.4
K-6	6.7	6.7	0

APPENDIX M

SPIRITUAL VALUES PRE/POST TEST RESULTS AND ANALYSIS

Spiritual Values Test - Pre Test				
Question	Strongly Agree	Agree	Disagree	Strongly Disagree
1	12	5	1	
2	12	5	1	
3	2	11	3	2
4	10	8		
5	16	2		
6	2	8	3	5
7	7	7	4	
8	13	4	1	
9	7	10	1	
10	10	7	1	

Sprital Values Test - Post Test				
Question	Strongly Agree	Agree	Disagree	Strongly Disagree
1	15	3		
2	15	3		
3	5	8	4	1
4	13	4		1
5	16	2		
6	4	9	4	1
7	10	6	2	
8	13	5		
9	11	7		
10	12	6		

Spiritual Values
Pre/Post Test Analysis

Code		
SA	=	Strongly Agree
A	=	Agree
D	=	Disagree
SD	=	Strongly Disagree
Blank	=	No Response

Questions	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	12-SA	15-SA	5-A	3-A	1-D	Blank	Blank	Blank
2	12-SA	15-SA	5-A	3-A	1-D	Blank	Blank	Blank
3	2-SA	5-SA	11-A	8-A	3-D	4	2	1
4	10-SA	13-SA	8-A	4-A	Blank	Blank	Blank	1
5	16-SA	16-SA	2-A	2-A	Blank	Blank	Blank	Blank
6	2-SA	4-SA	8-A	9-A	3-D	4	5	1
7	7-SA	10-SA	7-A	6-A	4-D	2	Blank	Blank
8	13-SA	13-SA	4-A	5-A	1-D	Blank	Blank	Blank
9	7-SA	11-SA	10-A	7-A	1-D	Blank	Blank	Blank
10	10-SA	12-SA	7-A	6-A	1-D	Blank	Blank	Blank

APPENDIX N

PROJECT'S CONSULTATIVE EVALUATION FORMS FOR PARENTS/GUARDIANS, TEACHERS, AND STUDENTS

Project's Consultative Evaluation Form for Parents/Guardians

1. What part of the project did you find beneficial in helping your child(ren) improve academically and behaviorally?

_____

_____

2. How did your child(ren) feel about staying after school for the After-School Tutoring Program?

_____

_____

3. As a parent or guardian do you feel that this project should be expanded school-wide to increase behavioral skills and academic performance? Explain in writing.

_____

_____

4. What improvements if any did you notice in your child(ren)? Explain in writing.

_____

_____

5. Was the day and time after school convenient for you? _____Yes _____No
If your answer was no, what day and time would be better for you?

_____

_____

6. What would you do to improve the After-School Tutoring Program?

_____

_____

Project's Consultative Evaluation Form for Teachers

1. What part of the project did you find beneficial in helping your students improve academically and behaviorally?

_____

_____

2. How did you feel about staying after school for the After-School Tutoring Program?

_____

_____

3. As a teacher, do you feel that this project should be expanded school-wide to increase behavioral skills and academic performance? Explain in writing.

_____

_____

4. What improvements if any did you notice in the students? Explain in writing.

_____

_____

5. Was the day and time after school convenient for you? _____Yes _____No
If your answer was no, what day and time would be better for you?

_____

_____

6. What would you do to improve the After-School Tutoring Program?

_____

_____

Project's Consultative Evaluation Form for Students

1. What part of the project did you find beneficial in helping you improve academically and behaviorally?

2. How did you feel about staying after school for the After-School Tutoring Program?

3. As a student, do you feel that this project should be expanded school-wide to increase behavioral skills and academic performance? Explain in writing.

4. What improvements if any did you notice in yourself? Explain in writing.

5. Was the day and time after school convenient for you? _____Yes _____No
   If your answer was no, what day and time would be better for you?

6. What would you do to improve the After-School Tutoring Program?

APPENDIX O

LESSON PLANS

Spiritual Values/Character Education

Lesson Plan – Week One

Character Traits/Spiritual Values: Honesty and Responsibility
Interdisciplinary Content Areas: Language Arts, Social Studies, Art

Objectives: The student will:

- Discuss the values of Honesty and Responsibility after listening.
- Define honesty and responsibility and give examples.
- Read aloud *On My Honor*. Discuss the moral of the story.
- **Homework – Discuss a time with your parents when you were not honest, when you showed honesty and some things you can be responsible for around the house.

Materials:

- Use overhead projector/transparencies, computer to highlight words
- Chalkboard
- Literary Books (*On My Honor*)

Methodology Strategies:

- Use prior knowledge and or experiences for discussions
- Use literary works to read to students on honesty and responsibility
- Let students write a story including the importance of honesty and responsibility.

Evaluation:

- Ask students how they really feel about characters in a story that dealt with honesty and responsibility. Check to see if student can give constructive reflections.
- Talk to parents, teachers, and community to see if they see any improvements in the student's spirit and behavior as it relates to honesty and responsibility.

Lesson Plans – Week One

Mathematics

Moment of Silence

Introduction of Lesson:

- Fractions with Mixed Numbers

Methodology:

- Demonstrate using the chalkboard how to add, subtract and multiply fractions with mixed numbers.
- Explain how to solve mixed numbers using step-by-step examples.
- Work with students in small groups working on fractions with mixed numbers.

Evaluation:

- Let students explain what they learned to another student and to their parents.
- Homework: Work out five problems on fractions with mixed numbers.

Language Arts

Moment of Silence

Introduction of the Lesson:

- Story Comprehension – Read three biographies that show fairness and compassion: a devotion to honesty, equality, and justice, following the rules.

Materials:

- Three short biographies – Dr. Ralph Bunche, Thurgood Marshall, and Constance Motley
- Highlighters
- Pencils/Pens
- Comprehension Question worksheets

Methodology

- Use highlighters to highlight important words or phrases in the three biographies that will be used with comprehensive question worksheet.

Evaluation:

- Discuss how you feel about the three biographies.
- What could you do to help someone to become devoted to fairness and compassion?
- Discuss what you have learned about the spiritual values of fairness and compassion reading about the three biographies.

Spiritual Values/Character Education

Lesson Plan - Week Two

Character Traits/Spiritual Values: Respect/Attitudes/Citizenship
Interdisciplinary Content Areas: Language Arts, Social Studies, Art

Objectives: The student will:

- Discuss the values of: Respect (Attitude) and Citizenship after listening to *Cinderella* or *Hansel and Gretel*.
- Define what respect (attitude) and citizenship means.
- Demonstrate or dramatize using music showing respect and disrespect, positive/negative attitudes, and citizenship. Discuss the level(s) of respect for authority of people over you.
- **Homework - Write a story and include the importance of respect, positive attitudes, and citizenship.

Materials:

- Markers, pencils, crayons, chalk
- Overhead projector/transparencies, computer
- Chalkboard
- Literary Books (*Cinderella, Hansel and Gretel)*

Methodology Strategies:

- Use prior knowledge and or experiences for discussions
- Use writing to write an illustrative or reflective story on being respectful.
- Use literary works to read to students on respect (attitude) and citizenship
- Let students use music to highlight the importance of respect, positive attitudes, and citizenship. Conduct a discussion and let the students debate on the spiritual values.
- Let students write a story including the importance of respect, positive attitude and citizenship.

Evaluation:

- Ask students how they really feel about characters in a story that showed respect or disrespect, positive or negative attitudes, and citizenship in a story.
- Check to see if student can give constructive reflections.
- Talk to parents, teachers, and community to see if they see any improvements in the student's spirit and behavior.

Lesson Plans -Week Two

Mathematics

Moment of Silence

Introduction of Lesson:

- Improper Fractions

Methodology:

- Demonstrate using the overhead projector how to change an improper fraction to a mixed number.
- Explain how to change an improper fraction to a mixed number step by step.
- Work with students in small groups working improper fractions.

Evaluation:

- Let students explain and show how to change an improper fraction to a mixed number.
- Homework: Work out five problems on changing improper fractions to mixed numbers. Encourage students to work out homework problems with parents/guardians.

Language Arts

Moment of Silence

Introduction of the Lesson:

- Story Comprehension Skills - Read three biographies that show *responsibility and respect*; a feeling of high regard and honor; being dependable; something you must do, your duty.

Materials:

- Three short biographies - Ida B. Wells-Barnett, Alex Haley, and Oprah Winfrey
- Highlighter Markers
- Pencils/Pens
- Comprehension question worksheets

Methodology:

- Orally read and discuss the three biographies.
- Use highlighter markers to highlight important words or phrases in the three biographies that will be used with the reading comprehension worksheet.

Evaluation:

- Discuss how you feel about the three biographies with your parents and others.
- What could you do or say to someone about being respectful and responsible?
- Discuss what you have learned about the spiritual values of respect and responsibility in reading about the three biographies.

Spiritual Values/Character Education

Lesson Plan - Week Three

Spiritual Values/Character Traits: Fairness and Trustworthiness
Interdisciplinary Content Areas: Language Arts, Social Studies, Art

Objectives: The student will:

- Discuss the value of fairness and trustworthiness
- Define fairness and trustworthiness. Give examples of the values. Discuss times when you have been treated fairly and fairly. Discuss times when you had to demonstrate trustworthiness.
- Read aloud and discuss *The Lucky Man.* Discuss the moral of the story.
- **Homework - Discuss a time with your parents about a time when you were fair and and when you were unfair. At the same time discuss instances when you showed trustworthiness and of a time when you were untrustworthy. Discuss how you felt when you were fair, unfair, trustworthy, and untrustworthy.

Materials:

- Use overhead projector/transparencies, computer to highlight the words fairness and trustworthiness.
- Chalkboard
- Literary Books (*The Lucky Man)*

Methodology Strategies:

- Use prior knowledge and or experiences for discussions
- Use literary works to read to students on fairness and trustworthiness
- Let students discuss with parents times when they were fair and unfair; trustworthy and untrustworthy with someone.

Evaluation:

- Ask students how they feel about characters in a story that dealt with fairness and trustworthiness
- Check to see if students can give constructive reflections on fairness and trustworthiness.
- Talk to parents, teachers, and community to see if they see any improvements in the student's spirit and behavior as it relates to fairness and trustworthiness.

Lesson Plans – Week Three

Mathematics

Moment of Silence

Introduction of Lesson:

- Adding and Subtracting Fractions with Unlike Denominators

Methodology:

- Demonstrate using the overhead projector how to add and subtract fractions with unlike denominators.
- Explain how to change fractions with unlike denominators to like denominators to add or subtract.
- Work with students in small groups working on fractions with unlike denominators.

Evaluation:

- Let students explain and show how to change an unlike denominator to a like denominator.
- Homework: Work out five problems on changing fractions with unlike denominators to like denominators. Encourage students to work out homework problems with parents/guardians let them know what you are feeling about fractions.

Lesson Plans – Week Three

Language Arts

Moment of Silence

Introduction of the Lesson:

- Story Comprehension Skills – Read three biographies that show *trustworthiness*, a feeling of being loyal and dependable; the strength to do the right thing and *fairness*, an act of pleasing or being just.

Materials:

- Three short biographies – Gwendolyn Brooks, Dr. Benjamin E. Mays, and Ed Bradley
- Highlighter Markers
- Pencils/Pens
- Comprehension question worksheets

Methodology:

- Orally read and discuss the three biographies.
- Use highlighter markers to highlight important words or phrases in the three biographies that will be used with the reading comprehension worksheet.

Evaluation:

- Discuss how you feel about the three biographies with your parents and others.
- What could you do or say to someone about showing fairness and trustworthiness?
- Discuss what you have learned about the spiritual values of trustworthiness and compassion in reading about the three biographies.

Spiritual Values/Character Education

Lesson Plan - Week Four

Spiritual Values/Character Trait: Compassion
Interdisciplinary Content Areas: Language Arts, Social Studies, Art

Objectives: The student will:

- Discuss the value of: Compassion
- Define and give examples of compassion.
- Read aloud and discuss Compassion: The Story of Clara. Have students discuss the moral of the story how this story spoke to them.
- Write a story that includes the importance of compassion.

Methodology Strategies:

- Use prior knowledge and or experiences for discussions
- Use literary works to read to students on compassion
- Let students discuss with parents times when they showed compassion
- Discuss a time when compassion was demonstrated.
- **Homework - Have students discuss with their parents the kinds of ethical choices they have made on the value of compassion. Write a story that includes the importance of compassion.

Materials:
- Overhead projector/chalkboard to display the value of compassion
- Chalk/transparency pens
- Literary book: Compassion: The Story of Clara

Evaluation:
- Ask students how they really feel about characters in a story that dealt with compassion.
- Check to see if student can give constructive reflections on compassion.
- Talk to parents, teachers, and community to see if they see any improvements in the student's spirit and behavior as it relates to compassion.

Lesson Plans -Week Four

Mathematics

Moment of Silence

Introduction of Lesson:

- Students will learn how to find a percent of a number.

Materials:

- Calculators
- Sunday insert sales papers
- Overhead projector
- Transparency pens
- Pencils/Paper
- Percent of Number worksheet

Methodology:

- Demonstrate using the overhead projector to find the percent of a number.
- Explain how to use a calculator to find the percent of a number.
- Work with students in small groups working on finding percentages of numbers.
- Using Sunday insert sales papers, students will find the discount cost of an item when a percent of the sales cost is given.

Evaluation:

- Let students explain and show how to find a percent of a number.
- Homework: Get parents to work with students to find the percent of numbers from an assigned Math Worksheet. Let students express how they are really feeling in working this kind of Math assignment.

APPENDIX P

WORD OF THE WEEK FORM

WORD OF THE WEEK FORM

Good Morning Staff and Students,

My name is _____.

The Word of the Week for _____is:

_____ .

Definition:

_____
_____
_____ .

_____used in a sentence:

_____
_____
_____
_____
_____ .

Thank you.

BIBLIOGRAPHY

Bainton, Roland H. *A Life of Martin Luther: Here I Stand.* New York: Meridian, 1995.

Carter, Stephen L. *The Culture of the Disbelief.* New York: Basic Books, 1993.

Cooper-Lewter, Nicholas and Henry H. Mitchell, *Soul Theology: The Heart of American Black Culture*. Nashville, TN: Abingdon Press, 1992.

Edelman, Mirian Wright. *The State of America's Children.* Boston, MA: Bacon Press, 2000.

Elias, John L. *Moral Education: Secular and Religious.* Malabar: Robert E. Krieger Publishing Company, 1989.

Frazier, Thomas. *Afro-American History.* New York: Harcourt Brace Jovanovich, Inc., 1971.

Groome, Thomas H. *Christian Religious Education,* New York: Harper Collins Publishers, 1980.

June, Lee N. *The Black Family.* Grand Rapids, MI: Zondervan Publishing House, 1991.

Kessler, Rachael. *The Soul of Education, Helping Students Find Connection, Compassion, and Character at School.* Alexandria, VA: Association for Supervision and Curriculum Development, 2000.

Kilpatrick, William. *Why Johnny Can't Tell Right from Wrong: Moral Illiteracy and the Care for Character Education.* New York: Simon and Schuster, 1992.

King, Jr., Martin Luther. *Where Do We Go From Here: Chaos or Community?* Boston, MA: Bacon Press, 1967.

Kirschenbaum, Howard. *100 Ways to Enhance Values and Morality in Schools and Youth Settings.* Boston, MA: Allyn and Bacon, 1995.

Lantieri, Linda and Janet Patti. *Waging Peace In Our Schools.* Boston, MA: Bacon Press, 1996.

Lickona, Thomas. *Education for Character: How Our Schools Can Teach Respect and Responsibility.* New York: Bantam Books, 1991.

Matera, Dary. *A Cry for Character.* Paramus, NJ: Prentice Hall Press, 2001.

Moore, Thomas. *The Education of the Heart.* New York: Harper Perennial, 1997.

Novick, Bernard, Jeffrey S. Kress, and Maurice J. Elias. *Building Communities with Character, How to Integrate Academic, Social, and Emotional Learning.* Alexandria, VA: Association for Supervision and Curriculum Development, 2002.

Owen C. Thomas. *Introductions to Theology.* Harrisburg, PA: Morehouse Publishing, 1983.

Palmer, Parker J. *The Courage to Teach.* San Francisco, CA: Jossey-Bass Publishers, 1998.

Park, Joe Ph.D. *The Philosophy of Education.* New York: The Macmillan Company, 1958.

Paulo Freire, *The Politics of Education,* New York: Library of Congress, 1985.

Pohly, Kenneth. *Transforming the Rough Places.* Franklin, TN: Providence House Publishers, 2001.

Proctor, Samuel DeWitt. *The Substance of Things Hoped For.* New York: G. P. Putnam's Sons, 1995.

Ryan, Kevin and Karen E. Bohlin. *Building Character in Schools, Practical Ways to Bring Moral Instruction to Life.* San Francisco, CA: Jossey-Bass Publishers, 1999.

Shujaa, Mwalimu J. *Too Much Schooling, Too Little Education.* Trenton, NJ: Africa World Tour, 1994.

Soder, Roger, John I. Goodlad, and Timothy J. McMannon. *Developing Democratic in the Young.* San Francisco, CA: Jossey-Bass, 2001.

Stanton, K. *Bible Keys for Today's Family.* Cincinnati, OH: Standard Publishing Company, 1984.

Stien, Rita, Roberta Richin, Richard Banyon, Francine and Marc Stein. *Connecting Character to Conduct, Helping Students Do the Right Things.* Alexandria, VA: Association for Supervisors and Curriculum Development, 2000.

Squire, Robyn. *African Americans of Character, An Educational Activities Book.* The Positive Line, #79930, 2002.

Tiffany, Frederick C. and Sharon H. Ringe. *Biblical Interpretation: A Roadmap,* Nashville, TN: Abingdon Press, 1996.

Tillman, Diane, *Living Values: An Educational Program.* Deerfield Beach, CA: Health Communications, Inc., 2000.

Ward, Graham. *Barth, Derrida and The Language of Theology.* New York: Cambridge University Press, 1999.

Wells, Ronald. *History and the Christian Historian.* Grand Rapids, MI: William B. Eerdmans Publishing Company, 1998.

Woodson, Carter G. *The Mis-Education of the Negro.* Trenton, NJ: Africa World Press, Inc., 1990.